

THE
SCHOOL JOURNAL

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NEW YORK CITY

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MARCH, 1912

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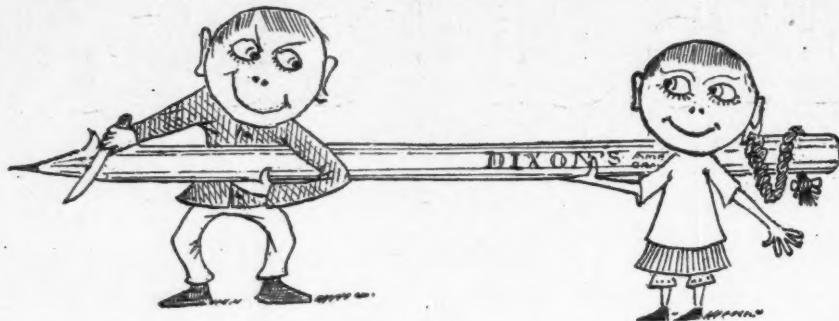
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THE SCHOOL JOURNAL

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Encouragement for Women

Service is far more important to the development of human creatures than most of its rewards. The great progress of women in liberty and power in our time is an inevitable consequence of the increasing relative value of their work. For a good while now the men have been getting nearly all the whiskey, and the women have been getting most of the religion. Of course that makes with persistence and precision for female superiority. The religious people are sure in the long run to rule the irreligious; the sober to rule the convivial. Moreover, in a democracy that can maintain popular government, those who carry will rule in the long run those who ride. If women's services are worth nowadays more than they bring in power and money, women are in the direct line of promotion. If men are getting more than they are worth, they are riding to a fall. The suffragists maintain, in effect, that that is how the case does stand; that the women are not getting their dues, and that a good deal should be subtracted from the men and handed over to them. If that should be done, doubtless woman's progress would slacken up, and men, scourged on by tribulation, might begin to forge ahead again. Certainly, if women are to do men's work, in the end they will get men's rewards, such as they are.—*Harper's Weekly*.

Woodcraft an American Heritage

The arrival of Sir Baden Powell in this country again directs attention to the wonderful growth and international character of the Boy Scout movement. The Americanization of the idea is shown again as it was first in "Harper's Camping and Scouting," which described the English Scouts, their origin, and points of difference from their comrades here. The editors, in their preface, emphasized the fact that woodcraft—so important a part of the scout's training—is essentially an American heritage, handed down from the first-comers to this continent.

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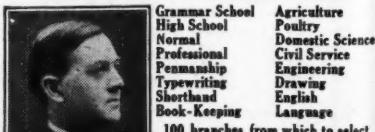
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A Monthly Journal of Education

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FACT AND COMMENT

Whatever the American people think of the policy of holding the Philippine Islands as a colonial possession, they will be inclined to believe that the reports justify the following statement. It was made by an educator on his return from a tour of investigation:

"It will be enough to record that the achievements of the Bureau of Education in the Philippines make as bright and inspiring a chapter of history as was ever written. If for no other reason, the United States government has just ground for satisfaction and pride in what has been accomplished educationally in the islands in a dozen years."

The annual report of the Philippine schools, that for the last school year, has the usual number of indigestible figures, but this much may perhaps be retained and assimilated: There are some ten thousand teachers, native and American, half as many schools, with an outlay of something over three million dollars for public education.

* * *

Among the evidences of progress we light upon this:

"Athletics, including baseball, basket-ball, volley-ball, track and field events have a very important place in the school and community life of almost every part of the Islands. What they mean to the youth of the country can be appreciated by comparing the pastimes of to-day with those of a decade ago in the Philippines."

The diamond is driving out the cockpit. In other words, the interest in the clean sport of baseball is driving out the ancient and inherited passion for cock fighting.

The director of education says:

"This new spirit of athletic interest has swept in upon the boys and girls with a force that is actually revolutionary, and with it have come new standards, new ideals of conduct, and what is more important, new ideals of character. The boy who has even for a season or two experienced the stirring discipline of public censure and public applause in hard athletic battles has learned lessons which will remain longer than any maxim learned from books."

* * *

The observance of arbor day has been transplanted to the Philippines with a success that promises well to those neglected islands. We must of course believe the figures of the report that six hundred thousand trees were planted

last year by the children of the public schools. We all know, however, that the teacher must have something to do in that work, and when the total of trees is divided by the total of teachers and a quotient of sixty obtained, the result certainly looks large.

* * *

The postal savings bank taught thrift to some thousands of teachers and pupils, with results that show between two and three dollars per capita credit, which is not much, but educative. Along with this instruction in saving is the fact that industrial training is bringing things to pass. The children make hats for their heads, slippers for their feet, and weave cloth for intermediate purposes. In one province, on a month's notice, the schools produced a thousand baskets which became the containers of oranges shipped to other parts of the islands.

At this distance, the educational report from Asia looks good.

* * *

It must require fast work on the part of the geography makers to keep pace with Porto Rico. During the last year of Spanish rule this country sent them a little over twenty per cent of their imports, now we ship them ninety per cent of all they take from abroad. What they seem to like best is United States flour, ham, butter and candy. Our lumber and articles of wooden manufacture are a big item, rice reaches the four million figure, an increase from nothing in 1897, while of cotton cloth we ship more to the little island than to any other country except China.

Our pay comes back in sugar, tobacco in various forms, fruit and nuts.

"Our trade with Porto Rico since its annexation," says an official report of February 12th, "has grown more rapidly than with any other commercial community of importance, and now exceeds the value of our trade with Spain, or China, or India; is nearly equal to that with Argentina, and is more than that with all British Oceania, including Australia, or with the entire continent of Africa."

* * *

At the last meeting of the State Teachers' Association in South Dakota, one of the speakers suggested plans for breaking up dancing among the high school pupils. The Educator,

published in that state, remarks that "we might do something more effective than scolding about dancing." Yes, for instance, teach them how to dance.

* * *

The story of a human life is one of the most interesting forms of literature. And when a man can tell the tale well himself there is added zest to the reading of it. Autobiography is a valuable contribution to our stock of historic knowledge.

Those who knew Edward Austin Sheldon when he was the grand old man of American teachers, as well as those who had not that educative experience, will find something of interest and instruction in his account of his boyhood on a pioneer farm. We begin this month the publication of selected chapters from the recently published book in which the late Dr. Sheldon has told the history of his struggles and achievements.

* * *

No Indians at all will be left in Alaska within two or three generations unless the government at once takes vigorous measures to check disease among them. This is in substance the statement made in a report by Dr. Foster, who was sent on special detail to make a survey of the health conditions of southern Alaska. The survey was made for the Bureau of Education, which has general supervision of Alaska natives. Some way or other, however, we are not so much afraid of the Indians dying out in Alaska. They have been dying out in the school readers and in the perorations for years, and yet when the statistics come in they seem to be slowly increasing. The plain fact is that so far as careful estimates go there is evidence that fewer Indians lived in America in Columbus's day than live there to-day.

* * *

The Bureau of Education at Washington is doing a service in collating the pending school legislation — facts which we use elsewhere. Legislation, however crude it may be, at least gives an indication of the direction of the wind.

* * *

The teachers who sail on the specially chartered *Grosser Kurfürst* July 2, to return on the same boat August 31, will have a hearty German greeting on the other side. The travelers of the German-American Teachers' Association are likely to experience an overcrowded course of recreation. Cologne will give them a banquet; Mannheim will open the famous Niebelungen hall for the same purpose; Jena hold a typical German fair; two thousand children will sing for the visitors at Berlin; Hamburg, Wiesbaden, Dresden, Nuremberg, Leipsic and other towns are making ready for fêtes; while the grand climax will come on the lofty banks of the Rhine, opposite Bingen, under the shadow of the colossal Germania. There the best singers of Germany will make melody for the American teachers.

It is an enticing picture; but those who cannot take the trip may congratulate themselves on missing a continuous educational conversation and a pervading atmosphere of pedagogy.

* * *

This number of the School Journal is three or four days late in getting into the mails, in order to give a report of the Superintendents' Meeting at St. Louis, closing on the 29th ult. The promptness of the report will excuse the tardiness of the issue.

EDUCATIONAL LEGISLATION

Since the report of last month under this head the following are the more significant and important bills pending in congress and legislatures.

United States Congress

Bills pending in the Senate:

To encourage rifle practice and promote a patriotic spirit among the citizens and youth of the United States. Appropriates \$100,000 annually for promotion of rifle practice in public schools, colleges, universities, and civilian rifle clubs.

To establish agricultural extension departments in connection with land-grant colleges in states receiving benefits of act of congress, July 2, 1862. Provides an annual appropriation of \$6,000 to each state assenting to this act and an additional appropriation of \$500,000 for fiscal year ending June 30, 1914, to be allotted to each state in the ratio of its rural population to that of all the states. Such additional appropriation to be increased annually until the maximum of \$3,000,000 is reached. No state shall receive of the above additional appropriation an amount in excess of the sum appropriated by its own legislature for the same purpose.

A house bill otherwise the same as the latter provides \$300,000 instead of \$500,000 for the first additional appropriation.

Kentucky

Bills pending:

An act to require all county boards of education to establish one or more county high schools within one year after passage of act.

To create a curfew law for cities of the first and second classes.

To give teachers in public schools credit for five days' attendance at county institutes.

Bill passed the House:

To allow women to vote in school elections.

Maryland

Extending compulsory education over entire state. Maximum age, 14. Minimum attendance outside Baltimore, four consecutive months.

Massachusetts

Bills pending:

To provide for religious instruction in all state charitable and penal institutions.

Authorizes cities and towns to appropriate

money for supplying food or clothing to needy pupils of the public schools. Also provides that lunch rooms be established and food given free or sold at cost.

Appropriates \$50,000 annually to establish free state scholarships in colleges and universities in Massachusetts.

Provides for an investigation by the State Board of Education of the advisability of establishing two schools for instruction in designing silverware and jewelry.

To abolish compulsory vaccination.

Extends half street car fare privileges to pupils in business schools and colleges.

Authorizes the establishment of a diet table in each ward of Boston.

Prohibits the purchase of second-hand books for use in the public schools.

Mississippi

Bills pending:

To prohibit the text-book commission from changing more than 25 per cent of the uniform school text-books adopted and used at each five-year adoption period.

To place the Bible in the public schools of the state and to require it to be read each morning.

New Jersey

Bill pending:

Requiring that a board of education consisting of nine members shall be appointed by the mayor or other chief executive officer in each city, town, township, borough, and school district or municipality other than those whose boards of education now consist of less than nine members each.

New York

Bills pending:

Raising maximum annuity of the public school teachers' retirement fund of Greater New York from \$1,500 to \$1,750.

Conferring upon the Board of Regents the supervision of experiments on living animals.

South Carolina

A bill to establish an industrial school for boys has passed both houses over the governor's veto.

An act requiring distribution of the dispensary fund among the common schools has passed the house over the governor's veto.

Virginia

Bills pending:

To require instruction in civics in all public high schools and all higher institutions of learning supported by state. (Passed the senate.)

To provide for placing the United States flag upon each public schoolhouse.

To equalize salaries of male and female teachers in the public schools of Virginia.

To repeal act of 1908 providing a retirement fund for public school teachers.

To provide school books and supplies to pupils of public schools of Virginia at expense of state, and to provide for payment thereof.

MARK TWAIN'S SCHOOL DAYS

Albert Bigelow Paine in Harper's Magazine

At about this time it was decided that little Sam was now ready to go to school. He was about five years old and his mother said that he gave her more trouble than all the other children put together. She declared she was willing to pay somebody to take him off her hands for a part of each day and try to teach him manners.

A certain Miss Horr was selected to receive payment for taking charge of little Sam, directing him morally and mentally. Her school was of the primitive, old-fashioned kind, with pupils of all ages, ranging from the primer to the third reader—from the tables to long division, with a little geography and grammar, and a good deal of spelling.

Miss Horr received twenty-five cents a week for each pupil, and opened her school with prayer; after which came a chapter of the Bible, with explanations, and the Rules of Conduct. Then the A B C class was called, because their recital was a hand-to-hand struggle, requiring no preparation.

The Rules of Conduct that first day interested little Sam. He calculated how much he would need to trim in—to sail close to the danger-line and still avoid disaster. However, he made a miscalculation during the forenoon and received warning; a second offense would mean punishment. He did not mean to be caught the second time, but he had not learned Miss Horr yet, and was presently startled by being commanded to go out and bring a stick for his own correction.

This was certainly disturbing. It was sudden, and then he did not know much about the selection of sticks. His mother had usually used her hand. It required a second command to get him headed in the right direction, and he was a trifle dazed when he got outside. He had the forests of Missouri to select from, but choice was difficult. Everything looked too big and competent. Even the smallest switch had a wiry, discouraging look. Across the way was a cooper-shop with a good many shavings outside. One had blown across and lay just in front of him. It was an inspiration. He picked it up, and, solemnly entering the schoolroom, meekly handed it to Miss Horr.

Perhaps Miss Horr's sense of humor prompted forgiveness, but discipline must be maintained.

"Samuel Langhorne Clemens," she said (he had never heard it all strung together in that ominous way), "I am ashamed of you! Jimmy Dunlap, go and bring in a switch for Sammy." And Jimmy Dunlap went, and the switch was of the sort to give the little boy an immediate and permanent distaste for school. He informed his mother when he went home at noon that he did not care for school; that he had no

(Continued on page 202)

THE ST. LOUIS MEETINGS

Getting Ready for Business

The St. Louis meeting of the Department of Superintendence of the National Educational Association was a successful and enthusiastic affair from its very beginning. Delegations began to arrive as early as Sunday, and by Monday noon the hotels were crowded. The severe weather which delayed many trains and caused some inconvenience on Sunday and Monday had disappeared by Tuesday, giving place to bright sunshine and a milder temperature, which was ideal for the visitors and which encouraged sightseeing and the visiting of the St. Louis schools. The social side of the meeting was as prominent as usual. The lobbies of the principal hotels were crowded most of the time, and notwithstanding the dire prophecies made last summer as to certain things likely to happen, the best of feeling seemed to prevail. If there was discontent or lack of enthusiasm, it was not in evidence to the casual observer. A few of those who have been prominent at many meetings in the past were absent, but from one cause or another this statement is made of almost every N. E. A. meeting, and apparently it is entitled to less emphasis at this time than on several previous occasions.

The contest for the next meeting began early and was carried on in spirited fashion. Palm Beach, Buffalo and Oklahoma City were in the field at the very start, and each was strongly advocated by the usual group of "boosters." The meetings were in general well attended, and in many of their features offered more points of interest and profit than can be claimed for several meetings held in recent years.

The Health of the Children

There are approximately 20,000,000 school children in the United States to-day, and of this number more than 15,000,000 are in need of medical attention for diseases which are prejudicial to health and progress.

These sensational figures were given by Dr. Thomas Wood, professor of physical education at Columbia University, New York, in his address at the Southern Hotel on the evening of the first day's session. Going into detail, Dr. Wood said:

"Of the 20,000,000 school children in the United States, 400,000 suffer from organic heart trouble; 1,000,000 either have had or have now some disease of the lungs; 1,000,000 are suffering from curvature of the spine, or some other deformity that is interfering with their general health.

"More than 1,000,000 of our children are suffering from defective hearing; 5,000,000 have defective vision; 5,000,000 suffering from malnutrition; 6,000,000 have

enlarged tonsils, adenoids or enlarged cervical glands; 10,000,000 of them, and in many schools, we have found that 98 per cent of the children are suffering ill health because of bad teeth.

"To effectively promote the child's health, the school must be a sanitary and healthful place. We take it for granted that school children are healthy, but the majority of them are far from being the robust specimens that they appear."

Philander P. Claxton, United States Commissioner of Education, speaking on the topic, commended Dr. Wood's talk. Of "The Need for Health Ideal in Public Education," he said:

"Education embraces all the agencies that go to develop the child into a perfect man or woman. Hence, all agencies, whatever their nature may be, are educational factors that have to be reckoned with if they tend to bring out the latent powers of the children.

"Only a few individuals, whom we can count on the ends of our fingers, have ever attained to enviable heights in an intellectual way unless they were endowed also with good physical health."

Dr. R. W. Corwin, chairman of the Committee of American Medical Association on Health and Public Instruction, of Pueblo, Colo., and William H. Allen, director of the Bureau of Municipal Research of New York City, also discussed the subject.

Domestic Science Provides a Meal

Not the least interesting feature of the opening proceedings was a banquet given by the National Committee on Agricultural Education at the Planters' Hotel. A large part of the food for the meal was prepared by students of domestic science schools throughout the country, a score or more of states being represented. The schools of San Juan, Porto Rico, were represented by a large donation of dulce of guayaba and pina, a sort of very sweet candy. The pupils of a normal school in Tennessee sent a large roasted opossum with a baked apple in his mouth, and whole wheat rolls were furnished by the Young Women's Christian Association of St. Louis.

Statistic Gathering

United States Commissioner Claxton was much in evidence at St. Louis. About the first thing he did on his arrival was to call a meeting of state superintendents of schools, about thirty-five in number, to confer on methods for gathering uniform state and national statistics about schools. At present each state gathers and tabulates its statistics in its own way, and it is difficult to tabulate national statistics from the state sheets.

The Swelling Numbers

As an evidence of the unprecedented and unexpected attendance at the meetings the belated arrivals on the second day were unable to obtain membership badges. The exhausted supply was made good when Irwin Shepard, secretary, arranged to have his clerks work overnight in preparation of ribbons and buttons for the late comers. At that time the registration showed over seventeen hundred with a prospect of reaching the two thousand mark.

This large attendance made the question of the location of the next year's meeting more than usually interesting. This topic may be counted on at any such convention to make a lively topic of conversation; and the St. Louis meeting was no exception in this respect. The Palm Beach and Buffalo boomers were most in evidence.

The Florida delegation had the assistance of the members from the South generally. Five thousand Florida-grown oranges were distributed from the Palm Beach headquarters at the Planters' Hotel, and when these were exhausted the applicants for these souvenirs were informed that more were on the way. The oranges were remarkable for their sweetness, and as an object lesson were certainly a good argument for the Florida contestants. Growing pineapples, shipped to St. Louis in earth-filled tubs, were ranged about the room of the Florida headquarters. One of them was in bloom; and the majority of the school people who saw it for the first time exclaimed, "Why, I thought pineapples grew on trees." Henry M. Flagler, Standard Oil magnate, and builder of the Florida East Coast Railway along the keys, was personally interested in getting the convention for Palm Beach and backed the campaign in a substantial manner.

The large attendance also drew attention to the make-up of the nomination committee, which was as follows:

Ellis U. Graff, superintendent of schools, Omaha, Neb.; Walter E. Ranger, state superintendent of public instruction, Providence, R. I.; Ada Van Stone Harris, assistant superintendent of schools, Richmond, Va.; Otis, E. Hall, superintendent of schools of Montgomery county, Crawfordsville, Ind., and W. T. Carrington, president State Normal School, Springfield, Mo.

Schools as Social Centers

At a luncheon given by the City Club of St. Louis, recreation for children and the use of school buildings for purposes other than study was the principal theme of the speeches. The superintendents of the two largest cities in the United States, William H. Maxwell and Ella Flagg Young, were listened to on this subject with much interest. The conditions in New York, which is an advance in this line of progress, were detailed by Superintendent Maxwell.

"New York has invested \$150,000,000 in school build-

ings and sites," declared Superintendent Maxwell. "Until we established social centers, the buildings were used but 1,000 out of 8,640 hours a year, or about 12 per cent. In 1911 in New York, nine million persons took advantage of the opening of school buildings for social activities at night, and we have just begun.

"Churches are not doing much toward recreation. Pews in churches are fastened down, so that the only use of the edifice is to listen to the preacher, and you can't talk back, either. Desks in most schools are fastened down, and the rooms are used only for writing and reciting.

"Public school buildings and public school machinery are needed for social centers. In New York we have evening schools and a lecture system. In every school in New York a lecture is given at least once a week, attended by pupils and their relatives. Persons of distinction—college professors, clergymen, lawyers, etc.,—speak, and they have told me these audiences demand their best efforts—better even than students of a college require of a lecturer. Last year 1,250,000 persons attended these night lectures.

"Girls have dances in the schools at nights, and on one night each week they are permitted to invite their men friends, those who are properly vouched for. I have attended these dances and never yet have seen the grizzly bear or the turkey trot. The deportment of these children would not have misbecome any drawing-room in America.

"We have turned twelve of our roofs into playgrounds, and about 4,000 children crowd on to each roof every night in the hot months. We have baths, vacation schools and indoor playgrounds, the latter being built in the basement of every school we are erecting or will erect. The indoor playground can be used every hour of the year, and hence is of greater benefit than the outdoor playground."

Mrs. Young, following, remarked that Chicago does not have the money that New York has for this purpose, but she showed that her city was doing much despite considerable opposition. When the social center movement was first started in Chicago there was a cry from the opposition that the law did not provide for it. The other side, she said, discovered that while the law did not provide for it there was nothing in the statutes against it; and so the work went on. After it was begun, opposition to the teachers having charge of the social center work developed; but she had advocated that the work be under the direction of the teachers for she saw in it a great opportunity for a more close alliance between them and the parents of the pupils.

There was a practical result from these reports of the New York and Chicago superintendents, when the members of the City Club declared their determination to advocate the opening of every school building in St. Louis for social center work.

The Examination System

An attack upon county and state systems of examinations and incidentally upon the univer-

sal grading of public schools was made by D. E. Phillips, of Denver, Colo. Mr. Phillips, it may be noted, is not a teacher or a superintendent, but president of the Board of Education in his city.

"The most insane idea that has hypnotically spread from the colleges down to the first grade," said Mr. Phillips, "is the idea that a teacher with forty children can ask a question, call on a child to recite, grade him 0, 4, or 10; keep this up for five or ten months, then present an array of questions to be answered and graded in like manner, and by the final addition of these results determine the child's knowledge and fitness for promotion. Yet college professors and principals stand up and say that such a thing is a necessary evil. It is only the power of habit and the suggestion that such things are necessary that dominate our teachers and the community."

"There is a danger that threatens our country schools. Some states have developed the system by which the county superintendent or a state board prepares the questions that determine graduation. They are sent to the teachers in closed envelopes, to be given to the pupils, answered and returned for correction. During the whole year both the teachers and the pupils keep guessing what the questions may be. Proper interest, independence and originality are crucified."

Tests of Efficiency

Carroll G. Pearse, superintendent of public schools in Milwaukee and president of the National Educational Association, made the statement that raising the standard of efficiency of the public school system in the United States is the greatest problem American educators have before them to-day. In his opinion much of the power expended in educational work is lost entirely for some reason. To find this reason and to stop the leak is one of the vexing questions confronting the educator.

"We have passed out of the era of fact hunting now," he said, "and are trying to put into practice the theories that experience has taught us. This in itself is a great stride, but there remains much to be done."

According to ex-Superintendent Elson of Cleveland, this reason is to be found in the fact that from one-tenth to one-eighth of all money spent on public education is expended on taking children over their school work a second time.

"As a money tax due to the maladjustment of study courses and promotion scheme to the abilities of children, this is excessive," said Mr. Elson. The maladjustment of the work of the school to the capacities and interests of children is expressed in terms of withdrawals, retardation, repetition, non-promotion. When the school is tested for efficiency by its ability to carry children through its course on time it shows great waste.

"Methods and standards of promotion must be made

more flexible. There is urgent need for standardizing subjects, departments, and schools."

Of course, when it comes to curing this supposed evil of retardation, each specialist has his own theory of the proper remedy. So when Lucy Wheelock, of the Kindergarten Training School of Boston, spoke on the subject of "The Function of the Kindergarten in the Public School System," she made it plain to those who accepted her reasoning that proper emphasis on the kindergarten work would prevent the alarming increase in non-promotion.

"The kindergarten is of value to the school system in minimizing the number of retarded children. About one-half of all retarded children are retarded in the first two years of school life. The retarded pupils cost the taxpayers upwards of \$25,000,000 a year. They cause four-fifths of the nervous strain of the teachers. They rob the rest of the pupils of much of the teachers' attention that belongs to them. To save the \$25,000,000 waste, the teachers' nervous strain, the time and effort that belong to all the children, would be a vast achievement. The kindergarten can do all of this and more."

A Peace Dinner

The only session of the Peace League, which is endeavoring to enlist the educators in the movement to further world peace, was a dinner given to prominent members of the council. Probably the league had the idea that on a full stomach the teachers and superintendents would be inclined to favor the idea that the minds of children may be systematically turned toward the ideas of universal peace. One of the characteristic statements made in the speeches following this dinner was that the expenditure for war equipment in the United States for one year would establish a national university with an income of ten million dollars annually. But this is only a part of what that fund would do. In addition a new state university in each state with an annual income of one million dollars, one hundred new high schools with an annual income of twenty thousand dollars, five normal schools with annual incomes of a hundred thousand dollars, five technical schools and thirteen agricultural schools could all be provided. Nor would this exhaust the war expenditure. For, besides, a million dollars could be given to the United States common school fund yearly, and the textbooks of every pupil in the nation could be purchased out of this same money.

These facts are alluring and are quoted for what they are worth.

Mrs. Fanny Fern Andrews, of Boston, secretary of the league, was present and spoke:

"It is by teaching the children the equality of peace heroism and war heroism in their courses of study that we expect to attain our ideals," Mrs. Andrews said.

"To do this we must reach the teachers and superintendents. In Europe the ministers of education have embraced the idea, and are waiting for the United States to take the initiative. We expect to hold an international convention next September, where educators from nearly every civilized country of the world will discuss plans to form an International League."

It was not at this dinner, but at another place and on another topic, that Dr. A. Ross Hill, president of the University of Missouri, spoke. What he said, however, may indicate that there is some value in the training attending military life. His statement was to the effect that universities and colleges are suffering from a tendency to deviate from the old plan of discipline. He declared that to-day the educator seemed rather inclined to give pupils a ride on a merry-go-round instead of placing them in a straight jacket when they had been guilty of violation of the essential rules of discipline of the educational system.

Care of School Buildings

Prof. S. W. Wilson, Superintendent of Schools at Connersville, Ind., made a decided impression in his remarks on the standardization of janitor service at Thursday's session. Mr. Wilson maintained that enlarged tonsils, catarrhal diseases and general nervous and anæmic conditions followed the neglect of janitors to properly purify the air of schoolrooms. Professor Wilson urged the establishment of definite standards in such matters, but admitted that these would not be possible as long as janitors received directions to wash windows "when dirty" or "as often as needed." Continuing further, he remarked, "Whether it is original sin or acquired tendency, janitors show a decided preference toward toasting their shins in front of a furnace rather than cleaning windows, walls, woodwork and floors, the result being that children must live in disease-breeding conditions."

Professor Ward's Address

Professor Ward, of the University of Wisconsin, delivered a very interesting address on the subject of the schoolhouse as a civic and social center. He referred to the red schoolhouse of earlier days as a powerful influence in bringing the residents of the community together for mutual benefit. He advocated strongly that the school buildings of the present day be thrown open to all people and urged that superintendents and principals give greater attention to the social center idea, and take the initiative in every way possible in promoting this work. Professor Ward's remarks were particularly interesting when taken in connection with the speeches made by Superintendent Maxwell, of New York, and Superintendent Young, of Chicago, at the luncheon at the St. Louis City Club.

Philadelphia Wins

When the time arrived for the choosing of a city as a place of meeting for next year eight cities entered the arena as contestants. They were Philadelphia, Buffalo, Boston, Detroit, Oklahoma City, Palm Beach, Richmond and Washington. Philadelphia won on the second ballot. Palm Beach and Buffalo made a particularly gallant fight, but when the decision was finally reached it seemed to give general satisfaction, and it is predicted with confidence that the Philadelphia meeting will be a great success.

The following officers for next year were elected: President, F. B. Dyer, of Cincinnati, Ohio; first vice-president, Samuel Hamilton, of Allegheny County, Pa.; second vice-president, Mrs. E. C. Ripley, of Boston, Mass.; secretary, B. W. Torreyson, of Little Rock, Ark.

Social Meetings

The various social meetings held in connection with the regular sessions were unusually agreeable and successful affairs. It is, of course, impossible to give any detailed account of these meetings, but among the most important may be mentioned the Department of Normal Schools, National Education Association, the Educational Press Association, alumni and teachers of the University of Chicago, the Ohio dinner, the Teachers' College dinner, and the various courtesies extended by local organizations in the city of St. Louis.

Vocational Training

No statement in reference to the meeting would be complete which did not emphasize the special attention which was given to vocational training. More than any other one topic this seemed to be the theme of special interest, and there were few sessions at which it did not come to the front. The address of Meyer E. Bloomfield, of Boston, undoubtedly stimulated these discussions to a great extent, but aside from any and all statements made during the formal and informal meetings vocational training seemed to be in the air, and if any of the superintendents were skeptical about the value or necessity of this work before they reached St. Louis they certainly went home with all doubts removed.

Hospitality

St. Louis proved herself a hospitable host, and the business men and citizens of that worthy city are to be complimented upon the way in which the visitors were received and taken care of. The confusion and dissatisfaction in connection with the hotel arrangements were much less than usual, and the general arrangements connected with the meeting were so carefully made that everything moved along smoothly and comfortably. Taken all in all, it was a great meeting and every one connected with it in a responsible way deserves congratulations and commendation.

THE POINT OF VIEW

Like Mesopota-a-a-mia

Retardation is, pedagogically speaking, a verbal bonanza. Spoken with a prolonged, accented dā-ā, it inflates the speaker and awes the hearer, whereby the horrors of this spookish retardation may be relied on to cause the creeps to play along the vertebrae of teachers and parents.

The cry, of course, comes from the defenders and beneficiaries of the system, and equally, of course, it is a strategic wail to call attention away from the real trouble—the courses of study. The system is damned and double-damned, but so long as the teachers who find themselves unable to get results with it can themselves be made to bear the blame, the life of the system may be prolonged.

A Catchy Phrase

Just at present there is a promulgation going the rounds of the press concerning the abundant measure of the non-promoted in our public schools. Apparently the sentiment is getting the cheers of the populace, who long have made the teachers the scapegoats for poor spelling, lying and vulgar table manners. This is the substance of the new gospel: Every teacher, who fails to promote a pupil, in reality tacks a sign on the unpromoted one, reading, "Evidence of my incompetence."

Bosh!

Equine Sense

Once upon a time, wandering about the earth, I lighted upon a stock farm in western New York, where the main product was race horses. It was an interesting training school, made more so by the instruction of a chatty manager. Among other statements he said: "We pick horses with a good pedigree or with some indication of speed. Then we put them through their paces, and, if at the end of two or three years we are able to turn out ten per cent that are fit for the track, we are satisfied."

Awful

Ninety per cent retardation! Out of the ninety left back there are, of course, a large number of dobbins for mammas to drive and sturdy plugs for the dray. But just think of it, ninety horses of every hundred have virtually a sign on them, placed there by the trainer, "Evidence of my incompetence." And yet very likely the owners are so pedagogically undeveloped and ignorant that they compliment the trainers on the amount of equine retardation.

It Would Make a Horse Laugh

If only these horse schools were public schools, and it could be that the old mares could

kick up a public sentiment about the merits of their dear little colties, and the managers held office under that sentiment, then, I tell you, there would be ninety per cent of promotions to the track, and for each of the ten per cent of the walkovers the trainers would have to fill out a blank telling just why the quadrupedal pupil wasn't promoted; and that they would hesitate to do, because, taking a lesson from some systems that run schools for humans, these instructors would know that for every case of non-promotion they would be judged guilty until they could prove themselves innocent.

Is the Comparison Pointless?

We have a school system fitted for intellectual gymnasts and racers. We have put in it double the amount of stunts that horse-sense would suggest, and then because the boys and girls that ought to be sewing, plowing, hammering or playing hop-scotch can't stand the examination gaff at the end, we beat the tom-tom of retardation and call off attention from our overloaded, spavined, knock-kneed courses of study.

In Real Life

The author of "The Evolution of Dodd," in his latest book quotes a railroad engineer, to the effect that but one man out of four can learn to feed coal to the engine. The street car companies report a large number of failures among the candidates for motormen, and yet we teachers look at the figures for second-year high school attendance, showing the mighty dropping off from the first year, and wail about retardation. Think of the mental paces we put 'em through in that first year—from six-legged bugs to x squares, to gerundives, to Keats, to bile, to perspective, to whatnot! And then take off your hat to the teachers and say, "For every pupil you get through the mess in any decent, acceptable way you have our praise and admiration."

Just Imagine It!

Instead of the thunders from the heights of superintendency because of the failure of some thirty per cent of the pupils, imagine this letter to a teacher who reversed the figures:

John H. Sense,
School No. 1001,
Chucklehead Avenue and Uneasy Street.
My Dear Fellow Worker:

I see by your last report that you failed to promote seventy per cent of your class. Considering the fact that in your fifth-year class you actually have, according to our course of study, some sixteen different sub-

jects to teach, and that your ten and twelve-year-olds are seriously expected to know a little something of all of them and have some thorough knowledge of a few, I am pleased and gratified that you could get any of your pupils in shape so that you could honestly say he is ready for the next grade. That you have passed thirty per cent is indeed greatly to your credit.

With this appreciation, believe me,

Your loving superintendent,

I. M. POSSIBLE.

The Girl Who Could Make Beds

Here is a case of retardation reported in the Journal of Education, with a treatment wholly unpedagogic and entirely sensible. It is told of a girl in McMinnville, wherever that may be, who was in the high school and couldn't do her work in algebra.

"Promotion would be wholly out of the question and she seemed not to care. She was on the street late into the evenings and would not study at home. The mother was ill and had no control of the girl.

"The principal announced that students could substitute home work for half of the assigned ten daily problems in algebra, and this girl was told that if she would get supper, do up the work after supper, make beds after school, and get the breakfast it would count five of the ten problems in algebra.

"She did all this home work and more and stayed in evenings and did the whole ten problems and kept three days ahead of the class in problems. At home and at school she was transformed. School appreciation of home work was the cause of the transformation."

The Navy as a College

That was an instructive bit of reading in the February Journal, "The Marine who Became a Teacher," in the insight it gave to the broadening, educative effect of naval training. And in the same number the extract from the North American on the navy as "A Real National University" was an apt supplement to Doctor Wight's experiences.

Fighting Bob

The late Admiral Evans was a southerner. When the Civil War broke out and the young Robley was a student at the Annapolis Naval Academy, his mother sent in his resignation to Washington and wrote her boy to come home and do any fighting that he had in mind in behalf of his own state of Virginia. But with all due respect for his mother's bringing up, the boy had already learned a lesson about ties stronger than those of the family. It is the lesson that the navy teaches. Had young Evans been at West Point he would probably have gone home with the rest of the Virginians.

As a Sea Captain Put It

This is the lesson as it was once put by Captain McNair, of Saratoga Springs, a naval officer of the Civil War and a Louisianian. He was talking of Farragut, also a southerner, and of how he and so many other navy men from that section cast in their lot with the north.

"You see, it is this way," he said. "We men on the sea didn't think so much about states and their boundaries; but we did know the United States. We saw English shores, and French warships and German flags, while we saluted and swore soul-felt allegiance to the American flag. And so, when the test came, we couldn't leave the stars and stripes."

The Training of the Sea

The education of the sea is not to be lightly considered; the traveler knows that fact, and those who combine with travel the discipline of military life know it better. There are thousands of our youth sitting uneasily at school desks or lounging on the street corners who should have that education. Yet it is difficult to get American boys to enlist in the navy. We have no merchant marine, such as has England, from which boys, as from a preparatory school, graduate into naval service. When our stand-pat, rich-man-made, befuddling tariff is knocked out, if it ever is, we shall have our boys sailing under the American flag into every port of the world, getting broadening, disciplinary service, getting a valuable education that now in our short-sightedness we are leaving to the English and the Germans.

Looking Backward

Massachusetts is certainly showing more of the spirit which once broke out in Eddyism. Half a dozen legislative bills are on the way over there, all embodying some idea of the anti-vaccinationists. One proposed law would repeal the other law making vaccination compulsory for school children.

While they are tinkering with this matter they should go consistently further and cut out some little items of history. If Jenner has crept into the history books, he should be put out. That before his day whole countries were devastated by small pox, that commonly one out of ten adults showed the effects of the disease, these and other such facts should be legislated from the texts. Then to make good the cry of the antis, that cleanliness and sanitation have wrought the change, all mention of the antitoxin for diphtheria should be kept out of the books. The decline of the death rate of that dire malady having gone down from thirty-five to seven per cent since the use of the antitoxin, is a bothersome fact for the human antis.

Joseph Lister

Still the danger is not so great as it should be that matters like these will get before the history classes. Those who kill still receive the larger measure of attention over those who save life. When a great surgeon died the other day, there were many who could recite the details of Antietam, even to the number of wounded, but few that knew that thousands of those poor wounded fellows would have been saved by Lister's treatment.

WELLAND HENDRICK.

EDWARD AUSTIN SHELDON

CHAPTERS FROM AN AUTOBIOGRAPHY*

Earliest Recollections

They say I was born October 4, 1823, and from this date I reckon my years. It seemed to me a long time from one to twenty-one. As a boy I felt that I could never live to be twenty-one. Even now as I look back over my existence, it sometimes seems to me that I have lived forever.

The things that I remember as a child are very trivial, and I suppose they could not be otherwise. So far as I can recall, the first thing that left an ineffaceable trace on my memory was the act of the servant, one Alzada Simons, who, taking me in her arms, held me over the well that I might look down and see the water below. The well was in front of the door, only a few steps away; the water being drawn by an old-fashioned well-sweep. Another act of this servant also stays in my memory. She had been baking pumpkin pies and by some accident had upset one of them, to the serious disarrangement of it. This she gave to the boy Edward, who, taking it out of doors, and sitting down under the pantry window, eagerly devoured it, leaving no part of either crust or filling.

I remember the little frame house in which we lived at that time, and many years subsequently. It had one common living-room which served as kitchen, dining-room, parlor, and, in time of sickness, as hospital. Off from this was a small room occupied by father and mother as a sleeping-room, with a trundle-bed for the children, which was rolled under the parents' bed during the day and drawn out at night. The pantry was next to the bedroom and opened into the living-room. These three rooms occupied the first floor. The "chamber," as the upper floor was called, was a low half-story all in one room, and was reached by a ladder. There stood the family loom with a bed at each end. By means of a blanket a partition was sometimes improvised in case of strict necessity. After a few years partitions were made and a staircase was built. Such was the house that my father erected for the reception of my mother in 1819.

In 1815 my father took a farm one mile east of Perry Center. By the fall of 1818, he had succeeded in clearing ten acres of the solid forest of beech, oak, and maple, with a sprinkling of ash, whitewood, and elm. He then returned on foot to New Marlboro (Mass.), taught school during the winter, and April 15, 1819, was married and started on his wedding tour

**Autobiography of Edward Austin Sheldon*, edited by Mary Sheldon Barnes, 252 pages. Illustrated. \$1.25. Ives-Butler Company, 31-33 East 27th Street, New York.

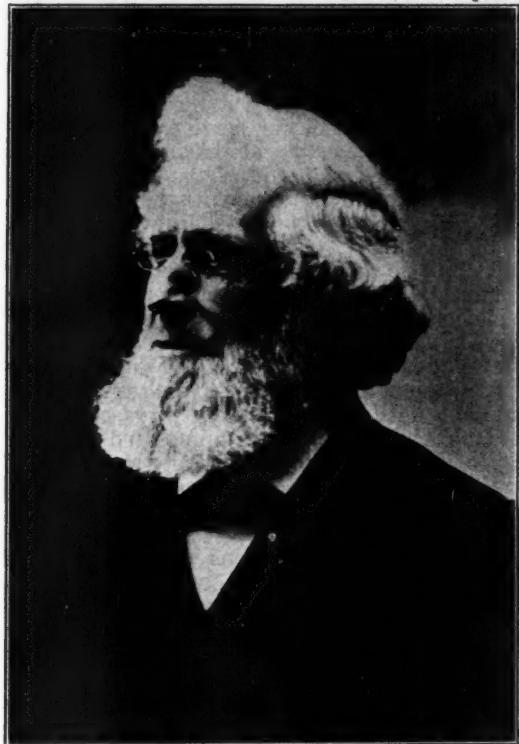
toward the vast wilderness that had already begun to yield to the woodman's axe. This trip was made by the bridal pair in a canvas-covered lumber wagon, which contained all their personal and housekeeping goods. The journey, which led in part through forests and over corduroy roads, was accomplished in about ten days, including the Sabbath, during which they halted. The new couple were taken into the log cabin with an uncle until the new frame-house, already described, was ready for occupancy. In a few weeks they were installed in the home that was the birthplace of their children.

The house was by no means completed at this time. It had no windows or doors, and no clapboards. As for lath and plaster, they were quite out of the question. They never had a place in the new house. In the event of a driving storm, which actually did occur, continuing for three days, what little the house contained was piled up in the center of the living-room to protect it from the rain. Uncle Oren, coming in at the time, and finding them in this sad plight, took my mother home with him until the storm was over. Before the closing in of winter, the doors and windows were in and the house was clapboarded. They were now fairly settled and ready for further pioneer work.

My father had desired to be a doctor; this his mother opposed, wishing him to be a shoemaker. To gratify her, he spent some time in learning the trade, but it being against his taste, he abandoned it. He learned enough, however, to be of service to him in repairing the shoes of the family. The harnesses he always repaired. I well remember the old shoemaker's bench with its meager kit of tools which always stood in the upper chamber. He also tried his hand at school teaching, as almost everybody did in those days; but he was, by inheritance from a long line of ancestors, fitted to be a pioneer and a farmer.

The new farm contained at the outset a little over one hundred acres of solid wood. By slow degrees the forest melted before his axe, until the broad and fertile fields of waving grain gave evidence of a wonderful conquest.

The method of clearing the land was to fell the timber into piles and windrows, as far as possible, and, when a little dry, set fire to the fallen timber and burn all that would burn. What was left was drawn and piled up in large heaps called log heaps. The process was called logging. When in right condition for it, these log heaps were burned, and then the land was cleared and ready for a crop, which was sowed or planted among the stumps. The only product



Edward Austin Sheldon

of the timber, aside from a certain quantity of charcoal manufactured, was the ashes left on the ground. These were carefully gathered up and sold to the "asheries," where they were converted into potash. In the early history of the country, these asheries were scattered all over the country.

These were hard times for the early settlers, as is the case in every new country. My Uncle Horace used to tell the story of going five miles to exchange wheat for nails, a bushel of wheat for every pound of nails. Money was very scarce. Barter was the usual mode of exchange.

As for clothing, this was largely manufactured and made up by the industrious housewife. Nearly every house had its wheels for spinning and looms for weaving both linen and wool. Our mothers did wonderful things with these primitive aids of industry. With the linen wheel, which now stands in our parlor, honorably resting from its labors, linen thread was spun. With the hand loom, which always stood in the chamber, this thread was woven into cloth for towels, bed furnishing, and summer clothes for the children. Some of the garments thus made were a part of my outfit for college.

We children were always interested in seeing these occupations go on. The preparation of the flax for the wheel was quite as interesting

as the spinning and weaving. The flax for this purpose was pulled up by the roots by hand, and laid in thin layers in swaths to dry. When thoroughly dry it was bound in bundles and packed away under the ridgepole of the barn on a scaffolding of rails, where it would keep perfectly dry. It was the business of the boy to do the stowing away.

The time of highest delight was in the early spring, when the "brake" and hatchel were brought out, the bundles of flax thrown down, unbound, and in small handfuls put under the heavy "brake." This was a wooden instrument about four to six feet long, consisting of two parts attached at the end by a pin which allowed the upper part to move freely on the lower. The lower part stood on legs that raised it three or four feet from the ground, and consisted of five or six narrow strips of hard wood, probably maple, tapering to a narrow edge on their upper side. The upper part was similarly constructed and, when brought down, the long knife-like strips just fitted into the openings between the strips on the lower part. The upper jaw of the machine being raised, the handful of flax was placed in the lower jaw, and then the upper was made to fall heavily on the flax, to break the woody fibre, called "shives." This operation was repeated until all the wood in the flax was thoroughly broken up. The fibres were then placed over the top of a board about four feet high and ten to twelve inches wide, finished up to a somewhat sharp edge; this instrument was the "swingle board." The "swingle knife," made of wood in the shape of a two-edged sword or blade, was three or four inches wide and as many feet in length. With the broken flax placed over the top of the swingle board, the workman proceeded to work out the woody fibre by striking it with the swingle knife.

The flax being thus freed of its shives, was subjected to the hatchel (commonly called "hetchel"). This instrument consisted of a large number of sharp spikes fastened through an end of a board two or three feet long and five to six inches wide. The flax being drawn through these teeth was freed of its coarser parts, called tow. Being subjected to two or three of these hatchels, or different grades, it became fit for the spinning wheel. The finer products of the hatchel were worked into a coarse tow cloth, and the dressed flax into cloth of a fine texture.

From the spindle of the wheel the yarn was reeled off onto spools ready for the loom. Little use was made of the coarsest tow that came from the first hatcheling, except for packing and chinking. The finer portions were converted into a coarse cloth for bags, towels, and children's clothing. Such were the processes by which the flax was made to serve the needs of the household.

The manufacture of woolen garments was a larger and more important element of house-

hold economy. There, too, was much that interested the boys and gave occupation to the girls. First came the sheep washing, which was to the boys one of the most important days in the whole year.

Usually two or three farmers would join flocks as a matter of greater economy in operating. Each person was fitted out with a bundle of old clothes to be worn while handling the sheep in the water. The presence of the boy was most essential on this occasion to drive and hurdle the sheep.

The place selected for the washing must be well provided with water, preferably where there was a flume, so that the water could be allowed to flow freely, and so facilitate the cleansing of the wool. The flock was first driven into an enclosure adjoining the water. The boy was allowed to join in the catching of the sheep and bringing them to the water's edge for the men, who were in the water to their waists, engaged in washing them. When the last sheep had thus been washed and set free, all started for home.

Sheep shearing was next in order. This, too, was one of the great days for the boy on the farm. He was always present to help catch the sheep for the shearers. And then the lambs must have their tails cut off and their ears marked; and the handling of the lambs was the peculiar prerogative of the boy, who never failed to be on hand and to be very active on such occasions.

The fleeces taken from the sheep were rolled up and packed away for a favorable market, or sent to the mills to be carded into rolls ready for the spinster. This carding was sometimes done at home with small hand cards. The spinning was done on a wheel with a large rim, which the spinster turned with the right hand, as with the left she held the rolls, and stepping back drew out the yarn, which she returned to the spindle by retracing her steps in a forward direction. Thus back and forth, backward and forward, she would tread day after day, filling spindle after spindle, being repeatedly relieved by drawing off the thread onto the reel. From the reel it was wound on spools for the loom.

The weaving of the thread into cloth was a slow process, and was done at odd moments snatched from the household duties. So it would be a long time before a piece of cloth would be completed, and then taking it from the loom was an act of no small importance. It was the end of a long and tedious piece of work. The spinning was often done by young women brought into the house and paid by the day. The weaving, however, was usually done by the mother, and it was not common for the daughter or young people to learn to do this work, so that it will soon be a lost art if it is not already so. The sponging and cutting into garments was usually left with the tailor, although the garments for the younger children were cut, sometimes, by the mother.

That such mothers were very capable women, goes without saying. Such a woman was my mother. Although never a well woman, she was diligent, patient, and persevering, and accomplished a great deal in the course of the year. She lived not for herself alone, but did many deeds of mercy and charity. She looked after the sick and needy of the neighborhood. She might often be seen with her bundle of medicinal herbs, of which she always kept an abundant supply, going to prescribe for some sick child or neighbor. She was an admirable nurse, and knew how to employ many simple remedies for common diseases, and particularly those of children. To the church and many of the religious benevolences of the day she gave much time and aid. Her Bible class of adults she held until she was ninety years old. Her mental faculties remained unimpaired until the day of her death at about ninety-six years of age.

The Pioneer Farm Boy's Occupations

Among other occupations of the house in which my mother engaged, and which always interested us children, was candle-making. Very little was bought that could be made in the house, and her candles were the principal dependence for light in the house and barn. They were made of different sizes and lengths for the various uses to which they were to be put. The wicks for the house were mostly made of cotton wicking, which was bought by the pound and arranged in suitable lengths and bulk for the kinds of candles to be made. The wicks for the barn lantern were, however, made from tow spun into thread and prepared for the purpose. The tow wicking did not give so good a light as the cotton, but lasted longer, and was thus more economical.

We got along with less light in those days than would satisfy the households of to-day. No candle was allowed to burn when not in use and several people together were accommodated with a single light. The wicks, arranged nine on a rod, the rods with each end on a pole arranged for the purpose, were placed side by side at sufficient distance so that the candles would not touch each other as they grew under the hand of the manipulator. A vessel of hot tallow was placed conveniently near for the purpose, and the wicks on the rod were dipped in the tallow successively until all were dipped. By the time the last rod of wicks was dipped, the first row would be sufficiently cool to allow of another dipping, and so the process was repeated until the candles were of the desired size.

It was interesting to the boy to see these long rows of white candles hanging by their loops, and growing larger at each successive dipping. To avoid soiling the floor by any drops of tallow, boards were placed under the candles as they were being dipped. The proper consistency of the candles was a matter of no small

importance. This was regulated by more or less beeswax being added to the tallow. The form of the candles was also thought of, and to be sure that they would remain straight and smooth the wicks were first dipped in pure melted tallow and then run through the hand and stretched out to their full length. This was a preparation for the regular dipping. When the dipping was completed, they were allowed to stand until perfectly cool, when they were sorted and packed away in boxes ready for use. The tallow used was the savings from the beef and mutton used during the year.

"Butchering" was another intensely interesting occasion. An occasional beef or sheep was killed, and as the neighbors did the same thing, exchanges were made, thus arranging a sufficient supply of fresh meat for all. In those days, in the country, there were no meat markets or meat peddlers. Much salt meat was used, particularly beef and pork, which was packed away in barrels and salted as the cattle or hogs were killed.

The kindling of the fire around the great potash kettle, the arranging of the temporary scaffolding with its inclined plane, up which the carcasses were to be drawn into position for being dipped into the boiling water to scald the skin so that the hair could be easily pulled or scraped off; the suspending them by the heels on the great cross-bar, the taking out of the entrails; the selecting of such portions as were considered suitable for use, notably the heart and those parts of the entrails adapted to making sausages; the removing of the dressed carcasses to the cellar; the cutting up of the meat for packing; these were all operations that would naturally interest a boy, and especially if he were made to feel that his help was important, an inference he was very likely to make even if not stated to him in so many words. The pork was usually "cut up" and packed at night.

There were some other things that naturally grew out of "butchering day," that also appealed to the boy—notably the "*stuffing of sausages*." This was indeed a red-letter occasion for the whole household. So important was the occasion that it became the date from which we reckoned the time for arranging various important matters; notably the coming of the schoolmaster to board—for these were the days when the schoolmaster "boarded around." He was supposed to board with each patron of the school according to the number of the family represented in the school. We sometimes thought, however, that other conditions had something to do with the length of his stay in some families, and it would not be strange if they did; indeed, quite human that they should. But it was the generally expressed wish that he should not come until after the "*stuffing of sausages*."

With the children, sausage stuffing was an event looked forward to and remembered with

the greatest delight. When the delectable day came, all the chores and other affairs that required attention were disposed of at an early hour, and the whole family of little ones gathered around the central figures, father and mother, who had the work to perform. The sausage skins had been thoroughly cleansed by turning them inside out, scraping them, and rinsing in many waters, and were piled in a vessel by the side of the operators. The sausage meat, consisting of lean pork chopped fine, had been previously prepared with certain spices to suit the taste of the family, and placed in a vessel hard by. The sausage filler was constructed something like a squirt gun. It would hold perhaps two or three quarts, and when filled, the meat was forced out with the piston through the narrow stem which was inserted into one end of the delicate skin, the other end being securely fastened; and with marvelous quickness, a thing in the eyes of the children wondrous to behold, a full-grown sausage, three to four feet long and an inch in diameter, lay curled up, serpent-like, before us. The sausages were hung up on poles for a few days to season, and then were packed away in jars and melted lard poured over them, filling all the interstices. Thus they were preserved for use as wanted.

The annual festivity that went on throughout the entire farming community at the "butchering" season deserves recognition. It must be remembered that fresh meat was not the ordinary diet of the farmers, and especially the fresh pork. The fresh beef and lamb, the veal, and the chicken came in occasionally, at different seasons of the year, but there was no meat so palatable to most of us as some of the choice bits of the freshly killed pig. Such at least, appeared to be the general judgment of the people who indulged in this feast. Luckily the neighbors did not all butcher on the same day, but the time extended through several weeks, including the latter part of November, and the early days of December, so that, by a system of exchange, the fresh pork feast went on continuously well nigh to the end of the year. The joyful anticipations and glad remembrances of this prolonged feast still linger vividly in the memory after three score years and ten; and although it is long since I ceased to eat pork in any form, yet there is no kind of meat that I even now consider more toothsome than the tenderloin and the sausage as they came to my mother's table. Salt meat was the staple meat of the farm then and I suppose it may be even to this day. The men who work hard in the open air each day seem to thrive on it, but it could hardly be recommended to persons of less active employment.

The making of soap was, in a way, the outcome of the butchering season, although not immediately resulting. All the rinds from the pork, the bones, and every bit of grease and

(Continued on page 204)

EN ROUTE

WHERE TO GO—HOW TO GO—AND WHAT'S TO PAY

PROSPECTUS

Were the term unique not overworked under the burden properly carried by other words, we would apply it to this department. Travel is by no means a new or unusual topic for the pages of a periodical; but so far as we know there is no other effort on the part of a magazine to supply the material which is expected in time to appear under this head.

Of descriptive literature of travel there is no lack either in books or in magazines; but description will have but incidental place in this department. "Where to go; how to go; and what's to pay," tells pretty clearly what is to be the scope of these pages. And this matter will not be directed to the well-to-do and to those who are willing to tie themselves to personally conducted excursions; it will be shaped for those who would cut expense to the lowest practical figure, who refuse to travel with the wordy-guide and his unpleasant crowd, who would see the real delights rather than the conventional sights, who would get close to the people and far from pretentious inns, and who in the doing of all this would have hints and suggestions from those of experience and of similar tastes.

This then will be a corner of the School Journal for—

1. Accounts of travel written along the line of the instalment of Montanye Perry's interesting story below printed.
2. Short items of information as to by-points of interest, steamship service, hotel accommodations, fees, and ways and means of making travel cheaply comfortable.
3. Questions in reference to the items mentioned in number two. These inquiries we may undertake to answer ourselves or submit to our readers for suggestions and solution. In fact in the latter way we hope to get the real meat of the matter, and thus make the department a clearing house for up-to-date experiences. The value of this feature, when once we have the coöperation of those who know and of those who would know, will be the warrant for the word unique.

The information now available on the subject of travel is that contained in books written by those who have exceptional experience and means, and that disseminated through the advertising pages by the Cooks and other tourist agencies who distort conditions and facts in order to swell the number of their crowded companies.

It should not be inferred that this topic will

be limited to foreign travel. Coastwise trips, steamboat journeys on our rivers and lakes, railroad and trolley excursions will receive their share of attention.

This is especially the right kind of an idea for a teachers' paper. And while the matter which we shall print will fit the needs of others, the key of our song will be pitched to tune with the teacher's needs, aims and salary.

The success of this venture will depend much on the help of the readers. Intelligent questions will bring answers to fit; and no suggestions need be withheld on account of their seeming pettiness. It is the little annoyances and ignorances that spoil the trip.

EUROPE REDUCED TO TWO TWENTY-FOUR

BY MONTANYE PERRY

We had been married nine years. With an income which averaged a thousand dollars a year we had saved nine hundred dollars. Then, to the amazement of our thrifty friends, we took half our savings and sailed away to the land of our dreams, while they stayed at home, confidently waiting for us to cable for money.

They waited in vain. Fifty-two days after our departure we landed again upon our native shore. We had visited points in England, Scotland, France, Switzerland, Germany, Belgium and Holland, and we had spent a few cents more than two hundred and twenty-four dollars each.

Those who think a remarkable feat was accomplished in making the trip for this sum are mistaken. Transportation and living expenses are much less abroad than in our own land, and the real delights of Europe are as free as air, when one is on the spot.

What does London call to mind? The Tower, St. Paul's, Westminster Abbey, dozens of literary and historic haunts. What does Paris mean? The Louvre, Notre Dame, Napoleon's Tomb, miles of gay avenues and history-haunted gardens. All free, or with a nominal admission fee.

It was the twenty-second of April when we sailed from Boston on the *Ivernia*, of the Cunard line, but passage had been engaged and a stateroom selected early in January. This gave the advantage of winter rates and a choice of staterooms. We had an excellent room, one which is used during the rush season for a first-class apartment. I can tell its exact location, because it was told to me by the deck steward, on my first dizzy day out, when I was desperately trying to get my bearings.

"Where is my room?" I queried, giving him the number.

"Just abaft the mizzen mast, ma'am," he responded politely, and went calmly on his way.

Two days before we sailed, we went on board and presented the chief steward with two dollars, the deck steward with a dollar and a half. This assured good seats and good service and to our minds was money well spent. At that time, we engaged two steamer chairs, paying two dollars for them. These chairs are essential for a comfortable passage, and it may be well to add here that it is a wise voyager who makes a friend of the deck steward. He will place your chairs in a sheltered spot and move them when the wind veers; he will bring a meal on deck when you don't feel quite like going to the table; he will bring you sandwiches and fruit if you don't like the afternoon tea. Also, when the whiteness of an iceberg, or the dark bulk of a whale appears in the distance, he will tell you first, that yours may be the joy of announcing the discovery.

Soon after sailing, two dollars each were given to the stateroom steward and stewardess. A "globe-trotter" friend had advised us to bestow these tips at the beginning of the voyage, and we found the results were good. Somehow, servants work better when your good money is in their pockets. When estimating the difference between first and second cabin passage, it should be remembered that the tips expected from first cabin passengers are more than double the amount that is considered liberal in the second cabin.

A word here about travelling second class. Our stateroom was a good one, and immaculately clean. The food was abundant and well cooked and the service excellent. Our companions were teachers, young business and professional men and students, with the usual sprinkling of stage people. Returning, there were a good many middle-class German and English passengers. Sociability abounded and everyone had a good time.

For baggage we each had a light weight dress-suit case, containing clothing, toilet articles and Baedekers. We had a steamer trunk, which held rugs, pillows, and articles used only on the ship. This trunk was checked by the Cunard Company and stored at their pier in Liverpool. Throughout the trip, we sent back to Liverpool, by parcels post, in care of the Cunard Company, souvenirs which we purchased and guidebooks as we finished using them. Thus, as we progressed, our baggage lightened instead of increasing. When we returned to the boat, we found all these parcels and the trunk in our stateroom.

Half-past eight o'clock on the morning of April thirtieth, we were standing on English soil, and soon after nine we were speeding across green fields bordered with flowering hawthorn hedges; through pink-blossomed orchards; past low, thatched-roof cottages, to-

ward the old town of Chester. Frequently a dash of rain would drench the windows, to be dried a moment later by the bright sunshine. It was exactly what we had read in many books and dreamed in many dreams.

At the station in Chester we engaged a carriage to drive us about the town for an hour. This is an excellent first step in any place one visits. Carriage hire is cheap, averaging about sixty cents per hour, but the fare should be clearly understood in advance. Frequently, when there was a half hour to wait between trains we obtained a good idea of a city by a carriage ride.

Up and down old Chester we drove, through the narrow, crooked streets, bordered here by covered sidewalks of musty antiquity, there by quaint houses, so old that they seem to lean together for support. We crossed the River Dee on the massive bridge which spanned these waters two hundred years before Columbus saw the new world. Then we encircled the city, beside the old Roman wall which encloses the town like a sombre, antique ring, its smooth top making a promenade two miles in circuit and in some places forty feet high.

Our carriage left us in front of the cathedral. There are many larger and more beautiful cathedrals in Europe, but there are none more impressive than this venerable edifice, freighted with the history and romance of seven centuries.

Leaving the cathedral we dined at a tiny inn which displayed this sign: "Dinner off the joint, one shilling." Almost invariably, this sign means a good dinner. It always consists of roast meat, vegetables, and a dessert, all abundant in quantity and well cooked.

In the afternoon, having walked on the wall and ascended the tower, and having an hour to spare, we saw a "tram" line leading into the country, and climbed to the top of one of those double-decked electric cars. We rode through two miles of lovely, typical English scenery. Beautiful country houses bordered the way, their gardens just unfolding with the spring's brightness. Everywhere the grass was purple with violets and their heavy fragrance filled the air. That ride is one of our pleasantest memories—and it cost eight cents!

That night, on the train from Chester to Warwick, we had our first "basket tea." This is a most convenient feature of English travel. The order is given to the guard, he telegraphs ahead, and at the next station on comes the basket. There was a pot of hot tea, with cream and sugar, a jar of marmalade, a large plum cake and an abundance of bread and butter, all fitted into a specially designed basket, so that nothing was spilled. A single basket costs one shilling. Ours was a double one, and we ate everything in it, so we arrived at Warwick untroubled with the thought of supper. We had only to find a room.

We found one in the White House, a home-

like place, not far from the castle. There, in a clean, chintz-hung bed we slept, and woke to find a breakfast of toast, marmalade, bacon and fresh eggs awaiting us. Our bill for room and breakfast was one dollar and twenty-five cents, and the maid who waited upon us seemed perfectly satisfied with a fee of sixpence.

When entering a new country it is wise to find out the regular fee which is bestowed upon the servants by the natives of the land, and govern yourself accordingly. An Englishman invariably gives his railroad porter "tuppence." The American hands him a shilling and then cries out against the expense of foreign travel.

Walking up the winding avenue cut through solid rock, which is the approach to Warwick castle, we half expected to see some gallant knight in suit of mail come charging down between the lines of noble trees to greet us. Instead, we were greeted by a uniformed attendant who, from his lofty and superior manner, should have been nothing less than an earl, himself. Indeed, he informed us, during our tour of the castle, that his father was a "igh halderman!"

As we stood before this castle, the finest specimen of feudal architecture in all the king's dominions; as we walked through hall after hall, crowded with priceless treasures of art and history, we comprehended the full meaning of family estates and the heritage of a noble race.

From Warwick to Stratford-on-Avon is but a short journey and we found the whole population apparently come out to greet us. It was the annual celebration of Shakespeare's birthday, which lasts through three weeks of pageants and festivities. Hundreds of tourists had come here specially for this occasion, and we had stumbled upon it by accident.

But there was no room in the inn, when we tried to find shelter, nor in the next, nor the next. Then we stepped into a tiny, neat-looking shop and told our troubles to the mistress, asking her advice.

"The town is filled with tourists," she said, hesitatingly. "I have a room above the shop. It is not fine, but maybe—" We broke into her sentence with joyous thanks, and while half of us went back to the station where our luggage reposed in the ever-convenient "left luggage," the other half reclined in an arm-chair in the room above the shop, drinking the lady's good tea.

That night, in Shakespeare's own Memorial Theater, in his own village, surrounded by people who have been born and reared in love and admiration for him, we listened to "As You Like It," played by the best company in the United Kingdom. Before the performance we had visited his home, the grammar school he attended, the church where he lies buried, and had ridden in an open carriage through fields starred with primroses, to Anne Hathaway's cottage, still standing in its pretty garden,

tended by a comely maiden dressed in the style of Anne Hathaway's time. After the performance we walked down by the river Avon, then back to the little shop where, with a tall candle to light us up the stairs, we crept between clean, lavender-scented sheets to dream ourselves back to the sixteenth century.

How regretfully did we leave the little town, in the morning. How delightful had been our visit, which had cost, everything included, about five dollars! Now we were off to London.

"In London we will get a room near the British Museum," we decided, "then we can run in there, any time." We felt quite proud of ourselves when we were settled at Number 3 Guilford Place, W. C., just around the corner from the museum. The rate per day was "two and sixpence," each, for room and breakfast.

The first evening was spent riding on the tops of omnibuses. If there is any one place where you can see more for your money than from the top of a London bus, we have yet to discover it. Through the crowded theater district, where omnibuses, hansoms, automobiles and carriages seemed packed in inextricable confusion, yet all kept on going smoothly, out to Victoria Station, Westminster, Piccadilly Circus, past the Houses of Parliament, Fleet street, Chancery lane and many other familiar-sounding places, we rode. It rained, but we had raincoats, so we kept merrily on our way until midnight. For a handful of big copper pennies we had seen half of London.

We spent only two days in London this time, planning to return there after the trip on the continent. One whole afternoon was spent poking into all the haunts of Dickens. We visited St. Paul's and the Tower, walked over London Bridge and through Billingsgate, attended a service at St. Dunstan's in the West, because Isaac Walton once was sexton there and half of us is a disciple of his, but, somehow, we did not once enter that convenient museum, just around the corner.

"Never mind," we said, as we started for Paris, "there will be plenty of time for the museum when we come back." But the story of when we came back, as well as our continental trip, must be left for the next issue.*

* For those who may wish to get the cost of the tour without the continental segment, we note that when we left England, on the fifteenth day of our trip, our expense account looked like this:

Steamer tickets (return)	\$171.00
Steamer chairs	2.00
Railroad tickets (entire trip)	105.79
Rooms and meals	10.37
Admissions	3.08
Tips	10.36
Carriage and other fares	5.67
Left luggage73
Guidebooks and guides	18

\$309.18

SUGGESTIONS FOR THE CLASSROOM

MEMORY GEMS FOR MARCH

(Saturdays and Sundays are omitted)

(1) Marks the selections for the younger children; (2) those for the more advanced pupils.

MARCH 1

(1) March brings breezes loud and shrill,
Stirs the dancing daffodil.

(2) There is a blessing in the air,
Which seems a sense of joy to yield,
To the bare trees, and mountains bare,
And grass in the green field.
—WORDSWORTH.

MARCH 4

(1) March is merry,
March is sad,
March is gay,
And March is mad.

(2) Nature gives to every time and season
Some beauty of its own.—DICKENS.

MARCH 5

(1) Who has seen the wind?
Neither you nor I.
But when the leaves are trembling
The wind is passing by.

(2) O March that blusters and March that
blows,
What color under your footsteps glows!
Beauty you summon from winter's snows,
And you are the pathway that leads to
the rose.

MARCH 6

(1) Who has seen the wind?
Neither you nor I.
But when the trees bow down their heads,
The wind is passing by.

(2) It is pleasant to think, just under the
snow
That stretches so bleak and blank and
cold,
Are beauty and warmth that we cannot
know,
Green fields and leaves and blossoms
of gold.

MARCH 7

(1) (Repeat the two stanzas of Christina Rossetti's poem of the wind, given under March 11 and 12.)

(2) Whenever is spoken a noble thought,
Our hearts in glad surprise
To higher levels rise.—LONGFELLOW.

MARCH 8

(1) Whichever way the wind doth blow,
Some heart is glad to have it so;
Then blow it east or blow it west,
The wind that blows, that wind is best.

(2) God's in his heaven—
All's right with the world.—BROWNING.

MARCH 11

(1) A little bit of blowing,
A little bit of snow,
A little bit of blowing
And crocuses will show.

(2) This we know that, sleeping sound,
Life is waiting underground,
Till beneath the April skies
God shall bid it once more rise.
—M. E. BLAKE.

MARCH 12

(1) Rollicking Robin is here again.

(2) Galloping, galloping, galloping in,
Into the world with a stir and a din,
The north wind, the east wind and west
wind together,
Inbringing, inbringing, the March's wild
weather.
—C. F. WOOLSON.

MARCH 13

(1) Sing, robin, sing
High up in the tree!
Sing a sweet song
For baby and me.

(2) In March come the March winds;
They blow and blow,
They sweep the brown leaves
That green ones may grow.
—GEORGE HOUGHTON.

MARCH 14

(1) From the elm tree's topmost bough
Hark! the robin's early song
Telling one and all that now
Merry springtime hastens along.

(2) Plant lilies, and lilies will bloom;
Plant roses, and roses will grow;
Plant hate, and hate to life will spring;
Plant love, and love to you will bring
The fruit of the seed you sow.

MARCH 15

- (1) These are the pussy willow days
And spring is sure to follow.
- (2) Whoever plants a seed beneath the sod
And waits to see it push away the clod—
He trusts in God.

MARCH 18

- (1) Ho! for the stormy cold March days;
Aye! there is nothing like them!
Loud let us shout and sing their praise.
March is so proud and free.
- (2) Just before the spring's first call
Sleepy bud, so round and small,
(Rather rough your rocking, dear,)
One last lullaby you hear
'Tis the March wind singing.

MARCH 19

- (1) Snowy, blowy, wheezy, breezy,
Sweeping up the winter's snow,
Freezing, pleasing, teasing, unceasing
So do the March winds blow.
- (2) In blustering March the wild winds blow,
We think of coming spring
The pussy willow ventures out—
Brave, hardy little thing.

MARCH 20.

- (1) (Repeat the two stanzas about the March winds under March 18 and 19.)
- (2) For now the Heavenly Father
Makes all things new,
And thaws the cold, and fills
The flower with dew;
The blackbirds have their wills,
And poets, too. —TENNYSON.

MARCH 21

- (1) Spring has come to make us glad,
Let us give her greeting.
- (2) Out of the fields the snowdrops peep;
To work, O land!
Awake, O Earth! from the white snow
sleep,
Shake off the coverlet, soft and deep!
Spring is at hand! —JOHN PAYNE.

MARCH 22

- (1) Winter is o'er;
Spring once more
Spreads abroad her golden store.
- (2) Then sing aloud the gushing rills
In joy that they again are free,
And, brightly leaping down the hills,
Begin their journey to the sea.
—BRYANT.

MARCH 25

- (1) Daffodils! Daffodils! say, do you hear?
Summer is coming, and springtime is here.
- (2) For these Thy gifts—for earth and sky
Mingling their moods in sweet accord,
For health and for the seeing eye
I thank Thee, Lord. —HANSCOM.

MARCH 26

- (1) Snowdrop, lift your timid head,
All the world is waking;
Field and forest, brown and dead,
Into life are breaking.
- (2) March with her thousand voices
Praises God.
—SAMUEL TAYLOR COLERIDGE.

MARCH 27

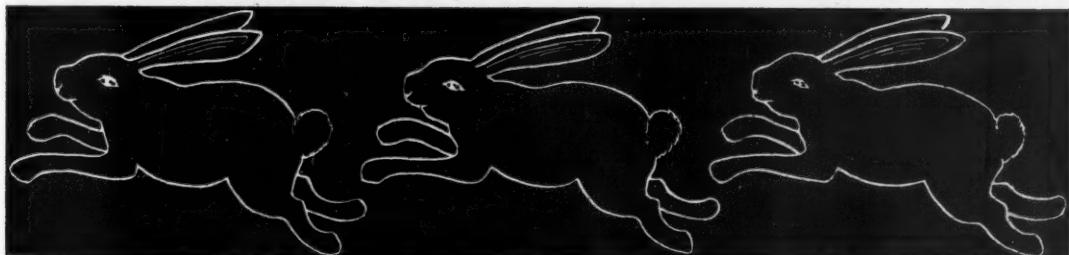
- (1) Come, lift your bright faces to God's
azure skies,
Wake, flowers! we are waiting for you.
- (2) Oh, the green things growing, the green
things growing,
The faint, sweet smell of the green
things growing;
I should like to live, whether I smile or
grieve,
Just to watch the happy life of my green
things growing.

MARCH 28

- (1) The world is a very happy place;
Where every child should dance and
sing,
And always have a smiling face,
And never sulk for anything.
- (2) When the bluebird sang, my heart
Hopped out o' bed with me. —RILEY.

MARCH 29

- (1) Come up, April, through the valley,
In your robe of beauty drest,
Come and wake your flowery children
From their wintry beds of rest!
- (2) Is this a time to be cloudy and sad,
When our Mother Nature laughs
around;
When even the deep blue heavens look
glad,
And gladness breathes from the blossoming
ground? —BRYANT.



Blackboard Calendar for March

RED LETTER DAYS IN MARCH

MARCH 1

1793—Warren Coburn, American teacher and author of the famous "Mental Arithmetic," born at Dedham, Mass.

1794—William Jenkins Worth, American general, born at Hudson, N. Y.

1837—William Dean Howells, American novelist and poet, born at Martinsville, Ohio.

1837—George Ebers, German novelist and Egyptologist, born at Berlin.

MARCH 2

1769—DeWitt Clinton, American statesman, (governor of New York, United States senator, chief promoter of Erie canal), born at Little Britain, Orange county, N. Y.

1810—Pope Leo XIII (Giacchino Pecci) born at Carpineto, Italy.

1824—Frederick Smetana, composer ("Bartered Bride"), born in Bohemia.

1829—Carl Schurz, American statesman, born at Liblar, near Cologne, Prussia.

MARCH 5

1512—Gerard Mercator [Latinization of Kremer], Flemish geographer (Mercator system of projection, "Mercator maps"), born at Rupelmonde, Belgium.

1779—Salem Town, American teacher and writer of school books (Town's spellers and readers have sold by the million), born at Belchertown, Mass.

MARCH 6

1475—Michelangelo (Michelangelo Buonarroti), Italian sculptor, painter, architect, and poet, born at Caprese.

1806—Elizabeth Barrett Browning, English poet, born at Coxhoe Hall, Durham, England.

1831—Philip Henry Sheridan, American general (hero of "Sheridan's Ride"), born at Albany, N. Y.

MARCH 7

1791—Goold Brown, American teacher and grammarian, born at Providence, R. I.

1792—Sir John Frederick Herschel, English astronomer and physicist, son of Sir William Herschel (English astronomer of German birth), was born at Slough, near Windsor.

1802—Sir Edwin Landseer, English animal-painter, born at London.

MARCH 8

1858—Ruggiero Leoncavallo, Italian composer of operas ("Pagliacci"), born at Naples.

MARCH 9

1451—Amerigo Vespucci, Italian navigator, after whom America was named, born in Florence.

1775—Isaac Hull, American naval hero, commander of the frigate Constitution (in 1812), born at Derby, Conn.



Gerard Mercator

Four hundredth anniversary of his birth, March, 1912.

MARCH 10

1776—Queen Louise of Prussia, born at Hanover.

MARCH 11

1544—Torquato Tasso, Italian poet ("Jerusalem Delivered"), born at Sorrento.

1796—Francis Wayland, American scholar ("Moral Science"), president of Brown University, born at New York City.

MARCH 12

1365—Opening of the University of Vienna.

1607—Paul Gerhardt, German poet (writer of hymns), born near Wittenberg, Saxony.

1684—George Berkeley, English philosopher, born at Dysert castle, County of Kilkenny, Ireland.

1835—Simon Newcomb, American astronomer and writer on political economy, born at Wallace, Nova Scotia.

MARCH 13

1860—Hugo Wolf, German song writer, born at Windischgraetz.

MARCH 14

1782—Thomas Hart Benton, American statesman (United States senator from Missouri), born at Hillsborough, N. C.

1804—Johann Strauss, Austrian composer of dance music (known as "The Valse King"), born at Vienna.

MARCH 15

1767—Andrew Jackson, seventh President of the United States, born at the Waxhaw settlement, N. C.

MARCH 16

1751—James Madison, fourth president of the United States, born at Port Conway, Va.
 1839—René François Armand Sully-Prudhomme, French poet and critic, born at Paris.

MARCH 17

396 (about)—St. Patrick (Patricius), patron saint of Ireland, born, according to tradition, at Nemthur (now Dumbarton), Scotland.

1782—John Caldwell Calhoun, American statesman, born in the Abbeville district, N. C., of Irish extraction.

1837—Grover Cleveland, American statesman, President of the United States, 1885-1889 and 1893-1897, born at Caldwell, N. J.

MARCH 19

1813—David Livingston, African explorer and missionary, born at Blantyre, near Glasgow, Scotland.

MARCH 20

1828—Henrik Ibsen, Norwegian dramatic poet, born at Skien, Norway.

MARCH 21

1685—Johann Sebastian Bach, one of the world's greatest composers of sacred music, born at Eisenach, in Germany.

1763—Jean Paul (Friedrich Richter), German philosopher and humorist, born at Wunsiedel, Bavaria.

1822—Rosa Bonheur, French animal painter ("Horse Fair"), born at Bordeaux.

MARCH 22

1599—Sir Anthony Van Dyck, Flemish painter ("Baby Stuart"), born at Antwerp. (Knighted, in 1632, by King Charles I of England.)

MARCH 24

1822—Henri Murger, French writer ("La Vie de Boheme"), born at Paris.

1834—William Norris, English poet, born at London.

MARCH 25

1842—Antonio Fogazzaro, Italian poet and novelist ("The Saint"), born at Vicenza.

MARCH 26

1789—Wilhelm Hey, German writer of fables and books for children, born at Leina, near Gotha, Germany.

MARCH 28

1592—John Amos Comenius (Latinization of Komensky), educational reformer and Czech writer ("Janua Linguarum Reserata," "Didactica Magna," "Orbis Pictus," "The Labyrinth of the World and the Paradise of the Heart," etc.), born at Hungarian-Brod, in Moravia.

1749—Pierre Simon, Marquis de Laplace, French astronomer and mathematician, born at Beaumont-en-Auge, Calvados, France.

MARCH 29

1483—Raphael Sanzio (or Santi), Italian painter ("Sistine Madonna"), born at Urbino, Italy. (According to some authorities, born on April 6.)

1850—Edward Bellamy, author of "Looking Backward," born at Chicopee Falls, Mass.

MARCH 30

1842—John Fiske (originally Edmund Fiske Green), American historical writer and evolutionist philosopher, born at Hartford, Conn.

1844—Paul Verlaine, French poet, born at Metz, Alsace.

MARCH 31

1596—René Descartes (Renatus Cartesino), French philosopher, born at La Haye.

1732—Joseph Haydn, Austrian composer ("The Creation," "The Seasons"), born at Rohrau, Lower Austria. (Possibly born April 1.)

1811—Robert Wilhelm Bunsen, German chemist (Bunsen burner), born at Goettingen, Germany.

Other Memorable Days in March

MARCH 2

1791—John Wesley, founder of Methodism, died at London.

MARCH 10

1813—Creation of the order of the Iron Cross by King Frederick William III of Prussia.

1905—Japanese take possession of Mukden, after an eleven-days' battle with the Russians.

MARCH 11

1908—Edmondo de Amicis, Italian writer, author of "The Heart of a Boy," died at Bordighera.

MARCH 12

604—Death of Pope Gregory I., Gregory the Great, who was born about 540, and elected Pope in 590.

MARCH 15

44 B. C.—Julius Caesar murdered.

1898—Sir Henry Bessemer, English engineer, inventor of the Bessemer-steel process, died at London.

MARCH 17

1861—Victor Emanuel becomes King of the united Italy.

MARCH 20

1890—Bismarck, the "Iron Chancellor" of the German Empire, retired.

MARCH 21

1843—Robert Southey, English poet, died at Greta hall, near Keswick, England.

MARCH 24

1844—Thorwaldsen, Danish sculptor, died at Copenhagen.

1882—Henry Wadsworth Longfellow died at Cambridge, Mass.

1905—Jules Verne, French writer, died at Amiens.

MARCH 26

1827—Ludwig van Beethoven, one of the world's greatest composers, died at Vienna.

1881—Roumania became a kingdom.

MARCH 27

1892—Walt Whitman, American poet, died at Camden, N. J.

MARCH 29

1772—Emanuel Swedenborg, Swedish theosophist, died in London.

MARCH 30

1282—Sicilian Vespers; massacre of the French in Sicily.

1910—Alexander Agassiz, the naturalist, died at Boston, Mass.

MARCH 31

1727—Isaac Newton, founder of physical astronomy, died at London.

1855—Charlotte Brontë (Curer Bell), the English writer, died at Haworth, Yorkshire, England.

GEOGRAPHY, HOW TO TEACH IT

BY HESTER BRONSON COPPER

If there is one subject, more than any other, that is pleasing to me in my work of teaching, it is geography. It is not merely a catalogue of dry facts, but is a living, breathing, reality, found in our everyday life.

If asked to define it, we say, "Geography is a science which teaches of the earth and its surface, the countries and their inhabitants." Yet, in our teaching, how many of us do touch the real charm of the science, and bring to ourselves and to our pupils the realization that we, as types of the human race, form a part of geography; that our own homes, our town, our country, each stands as an example of some form of government. Do we get "Near to Nature's Heart," and recognize the deep, underlying sympathy that holds in unity all the elements of creation?

To acquire the true spirit of a successful teacher of geography, the teacher should read good literature; exploration, discovery, travel; thus to become acquainted with the customs prevailing in foreign lands. If possible he should travel, at least, get out of his own town and county occasionally.

Since geography is a science, it should be taught objectively, so far as possible. The more self-help and interest we awaken, so much more good is done the pupils. Huxley says,

"The first teaching a child wants is an object lesson of one sort or another."

Believing that "Eyes are better than ears," the teacher, especially in the primary grades, should aim to be natural, to realize the existence of the things of which we read and talk, and to cultivate in himself and among his pupils, the habit of observing the everyday life about us. Define the exact meaning of "geography," having the little ones understand that "geo" is "of the earth," and that "graph" is to write, hence it is "to write about the earth."

Then encourage them to write their own geography, thus: On the way to school note the many objects to be seen, the kinds and growth of plants, grains, fruits, flowers, and trees, as the case may be. Have the children bring specimens, even from the garden, which will serve as topics for familiar talks. Let them describe animals found about their homes, and in the woods and fields. Have talks about birds; classify them as to singing, talking, thieving, birds of prey, nest builders, and useful as food.

Children should be taught the transformation of life forms, growth of seeds and roots, the sponge, coral, fishes, etc. Tell them interesting stories, and encourage them to find out all they can about any forms of life. Guide them in their attempts to draw pictures of things that most interest them, and soon there will be a class of eager children, anxious and ready to learn more. Comenius says, "Knowledge of things close at hand should be acquired first, then that of those farther off."

Following that method in graded work lessons are first of the home and the school. The pupil thus makes his own geography. He grows out to meet the greater world beyond him by learning the names of city streets and direction. The work is then broadened to the county, its location, size, its towns, townships, railroads, animal and vegetable products, and other items of interest. My pupils take much greater pride in drawing a correct map of the county, giving its townships and prominent features, than in making almost any other picture.

The work is extended to the state, drawing a map by scale, locating rivers, cities, boundaries, naming mineral and vegetable products, climate, people, and locating state institutions. The last proves of particular interest to children, as many of them have some personal knowledge of the various places, as the Deaf and Dumb Asylum, Home for the Blind, and the State University.

Any child, from observation, can write lists of fruits, flowers, trees, grains, vegetables, animals, and minerals found in his own neighborhood.

Believing it to be as easy for the child to comprehend the idea of greater things as to confine him simply to his own state, which he pictures only in imagination, at best, I teach

my third and fourth grade pupils many facts about the earth and its formation. We have a small globe, and also use maps on the wall, when they can be produced. To impress upon the child's mind the shape of the earth, I teach him to draw a circle, then divide it into quarters. Upon three of these parts he is asked to write *water*, on the other one part, *land*. He has before him three facts which he can see, and will remember, it being fully understood that the land and the water are in various sizes and forms.

We add poles, mark directions, talk of the motions of the earth, and the effect of each, making day and night, and the seasons. Then we draw another circle, and mark the zones. In my blackboard drawings I illustrate the equator with red crayon. It suggests *heat*. In each zone we write names of characteristic plants and animals, the number of seasons, and the kinds of people living there, their food, clothing, and the like.

Long ago I thought out the plan of grouping things by five, as five oceans, five great continents, five zones, five races of men, five great lakes. Teach these names in a certain order, as a memory drill, and even the slowest child will soon master them, and become familiar with the spelling and pronunciation.

Taking up the elements of the earth, water, land, and air, we learn that the water is divided into many bodies, the greatest being the ocean, then seas, gulfs and bays, lakes, straits, rivers, springs, ponds, even the creeks and brooks. With colored chalk many really valuable sketches can be placed on the blackboard, which will impress on the memory an idea of form and general appearance.

Under the varying degrees of heat and cold, water is seen in many beautiful forms, as snow, ice, sleet, frost, rain and hail, steam, fog, dew and mist. Any child loves to study the snow-flake crystals and to describe the fantastic frost pictures on the window panes at home. Water is either salt or fresh, while some is charged with mineral qualities. Stories may be told of the animals, the vegetable and mineral products of the sea, the uses and value of each receiving some attention.

The subject of land is treated in much the same way, with study of land forms, kinds of soil, mineral products, as rock, coal and salt, with stories of the forests being made into vast beds of coal, while salt mines were one time beds of the sea. Children are delighted to bring specimens of minerals, and to talk about them.

We learn that the air is made of two invisible gases; that it should be odorless, and that it is everywhere. We feel it as wind, or air in motion. It is necessary to sustain life. Lessons on ventilation may be introduced here with stories of "The Black Hole of Calcutta," the air pressure in mines and tunnels, a vacuum, etc.

The children should be given an opportunity

to relate stories they have read. What child is not eager to tell of the curious customs of the Chinese and the Japanese, the Laplander and the Eskimo, the Indians, or any types of humanity which he has learned are somewhat different from his own family and associates? In this way is developed close observation of the characteristics of the various races.

I ask my pupils to bring stories and pictures which will illustrate the lessons, after which they are encouraged to talk and to tell what they know without being constantly questioned.

One of the best ways to make geography a live, thrilling story, interesting and profitable, is to allow the children to relate experiences they have had in traveling, describe places visited, and features peculiar to each locality. The teacher may in turn tell of her travels. Children never tire of listening to stories about a military fort, a mining district, a waterfall, the ocean and an ocean steamer, Chinatown in some large city, the cog railway on Pikes Peak, a National Home for old soldiers, and many other places of unusual interest.

As the grades advance the topical method is to be preferred, particularly if the children have access to books of travel, natural history, invention, discovery, and patriotism. To know well the geography of one's country is to develop a love of the Fatherland. Each child should be provided with an exercise book, in which to write items given by the teacher, collected by himself, or contributed by his classmates.

Boys and girls like to make imaginary journeys to well-known places. Memory maps are excellent practice. Copied and colored maps fix in mind the form, location, and relation of land and water bodies. The wildest enthusiasm can be created in a class by giving geography puzzles; also allow the pupils to arrange some of their own, choosing the best ones as future lessons for the class.

While it is true, as George Eliot has said, that we can do well only that in which we delight, it is also true that much drudgery must always be done before anything of great importance can be accomplished. Each mind needs the discipline of doing thoroly some task that is distasteful, not as a life work, but as a broadening mental and moral training.

Each teacher must make a personal decision as to the best methods to be pursued in teaching geography, as much depends on the preparation of the teacher, his location in city or country school, the rules and regulations which govern the school, and the text books used. The attitude of the superintendent and the co-operation of the patrons, the ages, mental development, and nationality of the children, all work for or against any chosen plans, but surely the teacher who loves geography can lead the elementary grades so that they may find, "A pleasure in the pathless woods, a rapture on the lonely shore."

CURRENT EDUCATIONAL ARTICLES

February Magazine

In the Educational Review William McAndrew talks about blue Monday. He holds that the unhappy color of that day comes from the too general dislike of teachers for their occupation. The cure is evident. Like it.

It is not true that having to do with little ones is petty. The surgeons who are specialists on children are as manly as any men you know. Lorenz is a virile fellow, Colonel Parker was as husky as you could wish. You don't have to acquire the taste for children, you are born with it. It does not fade away with your advancing years, but by some mysterious influence the older you grow the stronger, as Dr. Johnson demonstrated, your love of children waxes. . . . Every other operative in the growth business, whether he is sheep-raiser, gardener, or house-builder, enjoys his work. They all tell you so. Nothing pleases better than to see things grow. The charm that holds the laboratory worker even from his sleep and meals is yours for your whole life long. You may experiment and watch results and build for yourself and others a science of the growth of manhood and womanhood. That is what you are expected to do. To let teachers despise their business is wasteful, suicidal, and wicked. To give expression to the distaste is to create it. If I should take the happiest man on earth and put him to saying over and over again, "I am unhappy," I should make him most wretched. What would you think of a human being who would go about scattering the germs of disease among healthy people? These sour-faced sons or sisters of sorrow who take the pay of the people for gladdening the world, but in return howl at every effort for improving the service, bewailing their unhappy lot, must be enemies of the children and liars every one. For the teacher's opportunity really is tiptop.

Paul Shorey gets after G. Stanley Hall's Educational Problems, in the School Review, and scores.

The chapters have no other logical bond of connection. It is 1,400 pages of miscellaneous information and comment on every conceivable topic associated with education in any of its phases—the whole conveyed in a verbose, but readable, style, and in a diction curiously compounded of journalese and the most grotesque neologisms of the social and psychological sciences.

President Hall . . . cannot say a simple thing in a simple way. He must rhapsodize about it for three or four pages. He must pile up useless synonyms and technicalities. He must bring in tags of languages which he has not learned, employ words of which he has forgotten the etymology, and which he or his proof-readers cannot spell, misapply or garble familiar quotations, and drag in far-fetched and irrelevant allusions to his desultory reading. He seems to think that "*modus vivendi*" means "manner of living," and that

"*in petto*" means "on a small scale." He talks of "Romains" lectures, "N. Faguet of the French Academy," and Grote, "who swept away everything in Greece before the Doric invention" (*sic*) (Vol. II, p. 292). He continues, of course, to attribute to Plato and Aristotle propositions that would have made them gasp and stare. He credits Lowell with Burke's reported saying about the nodosities of the oak and the contortions of the sibyl. Latin is for him alternately the red rag to the bull and the candle to the moth, and always brings him bad luck in the shape of such forms as *florian* and *feminia*.

Professor Shorey begins a Hallian dictionary:

"The acme of hedonic narcosis."—Enjoyment of a work of art.

"The spontaneous senescent infection with the Terpsichorean spell."—The dancing of an elderly man.

"Sensing the vast encompassing phyletic environment."—Stirred by music.

March Magazines

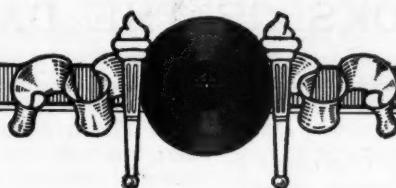
The leading article in the Century is on The Training of Chinese Children.

Among well-born boys education begins early. At four or five they begin to play with blocks on which, as in every land, letters, or, rather, characters, are printed. In the higher classes, where tutors are employed, they learn a few of these characters every day. At seven or eight more serious work begins either at home or at school. From time immemorial until 1905 the system of education was unchanged in this largest and most ancient of empires. It was strictly literary, and during the first few years consisted in committing the classics—volumes of them—to memory by mere sound and sight; later, in learning the meaning of words, characters, and ideas; and finally, in personal interpretations through the writing of essays, verses, etc. In 1905 a memorable edict was issued by the throne that was more revolutionary than the overthrow of a dynasty. By this edict the whole ancient system of classical education, with its formidable final examinations awarding government offices to the successful, was swept into the dust-heap of the ages, and young China was suddenly awakened to new ideas.

For six hundred years Chinese children under the old system and the new, have learned the poem translated as follows:

If a man does not learn,
He is not equal to the brutes.
Learn while young.
And when grown apply your knowledge,
Moving the sovereign above,
Aiding the people below.
Make names for yourselves;
Thus glorify your parents,
Shed luster on your ancestors,

(Continued on page 205)



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BOOKS OF THE DAY

About Man's Earth

The geography of to-day is getting closer to man and his ways; and this human element has its proper recognition in Charles R. Dryer's High School Geography.¹ "The most important thing about the earth is the fact that it is a human planet, that men not only live upon it but make a living out of it." An axiomatic proposition certainly, but one that needs re-statement in school books and schoolrooms.

Professor Dryer goes about his work in a refreshingly simple and direct way, and supplements his text with effective, photographic illustrations. The fresh-water reader, who has never witnessed tidal effects, finds pages of information in the two small cuts that show low tide and high tide at the same spot on the Maine coast. And the coastal dweller gets a penetrating shock of knowledge about tornadoes when he looks at a devastated corner of a Minnesota town.

In the part devoted to economic geography the dependence of man on Mother Earth is the first lesson; and there is plain instruction in this incident:

"A naturalist on the coast of Australia relates how he came across a band of 'black fellows,' as the natives are called, at their camp, or rather lying-down place, for they had no huts or shelter of any kind. He hired men to show him the nests of a certain species of bird, promising to give them plenty of biscuit after they had shown the nests. They were all clothed in natural attire, the brown-black skin in which they were born, with the addition of a thick coat of white clay and red and yellow ochre on their faces and chests. Each man carried one or two spears, which he threw at the birds flying overhead. One climbed a tree, tore off some onion-like plants growing on the upper limbs, and threw them down to his companions, who ate them all up before he got down to claim his share. Along a stretch of rocky shore were many crabs, which the blacks caught and ate raw and alive. They also found sea snails with shells three or four inches long, which they strung on a reed stem to hang in the sun until the animal should die and putrefy, so that it could be drawn out and eaten. Some bulbs like Indian turnip were dug up and tied in their hair, to be cooked in the future. A lizard and a grub six inches long were tussled for, torn in pieces, and swallowed on the spot. The nests having been found and the biscuits handed over, the blacks filled themselves and lay down to sleep. They cared no more for the traveler or his biscuit. One had a short pipe tied to his arm, and was persuaded by the promise of tobacco to pilot the traveler back to the shore."

"Yet," the author reflects, "the civilized man is as dependent on natural resources as the sav-

age. The only absolutely necessary thing which man must procure to live is food." This is another elemental truth that must be hammered into men, as they rush to the cities and then try to blame the high price of potatoes on the trusts.

A Bunch of Mathematical Books

There is an appreciable effort to humanize even the dry sciences. This is the noticeable feature about this lot of mathematical books. The pictures of soldiers and trolley cars, the questions about the pies that Frank's mother made and the party of girls Mabel took to the park, in the arithmetic; the problems about Gothic windows and spider webs, in the geometry; and the interesting historical notes and pictures of mathematicians, in the algebras, all look to this end.

Watson and White's Elementary Arithmetic² is an attractive book. The problems of play, trade and industry deal with things and transactions that are within the experience or knowledge of the pupil and are sure to arouse his interest.

With all this, there are abundant exercises for drill in those all-important fundamental operations.

The revised edition of Wentworth's Plane and Solid Geometry³ preserves the excellent mechanical execution which has always been a characteristic of the Wentworth texts. Improvements are noted in the increased number of simple exercises and a more concrete introduction in the form of a number of practical problems and interesting exercises in drawing. The use of the word congruent in place of equal seems needlessly technical.

Hawkes, Luby and Touton's Second Course in Algebra⁴ treats all the topics necessary for entrance to college concisely but in a clear, practical and attractive manner. Graphs are introduced early and treated fully. It is an up-to-date book.

Collin's Second Course in Practical Algebra⁵ is a scholarly book. The notes are readable as well as instructive. There is a real correlation with geometry and physics. The treatment of formulas and of functions is unusual. A most helpful book to be in the teacher's hand but from the tainted point of view of one who teaches for examinations not a practical book for the pupil's use.

Teaching American Talk

The title and the cover, stamped with a cut of the liner that is bringing over the new Americans, look interesting. Here is a book, English

for New Americans,⁶ with a purpose and one that ought to bring results. Here the youth and adult of foreign tongue will fare far better than in a series of readers provided for English-speaking children. The vocabulary is small, reiterated, utilitarian and shaped for the rapid advance of those who have the ideas but lack the English word and idiom. "My shoes cost four dollars (\$4.00)" is practical; but "Nine boys have eighteen eyes" sounds Ollendorfian. Advanced readings appropriately tell about naturalization and what a citizen is. Unfortunately the matter is so worded as to contribute to the common error of confounding citizen and voter.

A vocabulary in ten languages is given. It is interesting to note that these are Armenian, Lithuanian, Swedish, Polish, Italian, Yiddish, Russian, Spanish, Syrian and Greek.

Why not German?

A New Civics

Guitteau's Government and Politics in the United States⁷ is a comprehensive reference and text book, filled to overflowing with well-selected facts, all appropriate to the title, many drawn from the newly-cultivated fields of economics, sociology, and political science, and is a carefully prepared, impartial treatment along newer lines. The text of the work is characterized by its many summaries, historical and logical. There are abundant footnotes, while the questions and exercises at the end of each chapter present new, local, and practical problems for the students. Some of the diagrams should

be more specifically labelled. (Pp. 182, 188, 189, 190.) With this text-book in one hand, and the report of the Committee of Five on the teaching of history in the secondary schools, recommending two-fifths of the fourth year for a separate study of government (if it be studied separately), the class-room teacher may doubt his own or his class's ability to use this text of nearly six hundred pages.

1. *High School Geography. Parts I and II, Physical and Economic.* By Charles R. Dryer, Professor of Geography and Geology, Indiana State Normal School. 8vo, half leather, 340 pages, with maps, diagrams and illustrations. Price, \$1.20. American Book Company, New York.

2. *Elementary Arithmetic.* By Bruce M. Watson, Superintendent of Schools, Spokane, Wash., and Charles E. White, Principal of Franklin School, Syracuse, N. Y. 310 pp. Cloth. D. C. Heath and Company, Boston.

3. *Plane and Solid Geometry.* By G. A. Wentworth. Revised by George Wentworth and David Eugene Smith. 12mo, cloth, 10+470 pages, illustrated, \$1.30. In two volumes, *Plane Geometry*, 12mo, cloth, 287 pages, illustrated, 80 cents; *Solid Geometry*, 12mo, cloth, xxvi +180 pages, illustrated, 75 cents. Ginn and Company, Boston.

4. *Second Course in Algebra.* By Herbert E. Hawkes, Professor of Mathematics in Columbia University; William A. Luby and Frank C. Touton, Instructors in Mathematics in the Central High School, Kansas City, Mo. 12mo, cloth, 264 pages, illustrated, price 75 cents. Ginn and Company, Boston.

5. *Second Course in Algebra.* By Joseph V. Collins, Prof. of Mathematics, State Normal School, Stevens

SUPPLEMENTARY READING FOR SPRING

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Bass's Plant Life (Grade 3).....	\$.25
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Warren's September to June with Nature (2 and 3).....	.40
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Wright's Seaside and Wayside, No. 2, 3, 4.....	.35
Wright's Seaside and Wayside, No. 3, 5, 6.....	.45
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Horton's Frozen North (Revised) (6, 7).....	.45
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Ruskin's King of the Golden River (5 and 6).....	.20
Stone and Fickett's Life in the Colonies (5).....	.35
Winslow's Geography Readers, each.....	.50

Correspondence Invited

D. C. HEATH & CO., Publishers, Boston, New York, Chicago

Point, Wis. Cloth, 12mo, 313 pages, with cuts and diagrams. Price, 85 cents. American Book Company, New York.

6. English for New Americans. By W. Stanwood Field, Director of Evening and Continuation Schools, Boston, and Mary E. Coveney, Teacher of Non-English-Speaking Pupils, Wells's Evening School, Boston. 338 pages. Cloth. Illustrated. 60 cents. Silver, Burdett and Company, New York.

7. Government and Politics in the United States. A text-book for secondary schools by William Backus Guitteau, Ph.D., Superintendent of Schools, Toledo, Ohio, with New York State Supplement by Milton J. Fletcher, Principal Jamestown High School, Jamestown, N. Y. Illustrations. \$1.00. Houghton Mifflin Co., Boston.

Brief Mention

Cave, Mound, and Lake Dwellers and Other Primitive People. By Florence Holbrook. Cloth. 138 pages. 40 cents. D. C. Heath and Company, Boston.

The world certainly does move when we consider that here is an intelligent attempt to tell the children of our public schools about men who lived "perhaps forty thousand years ago." How those men got their food, cooked it, made clothing, pottery and leather, how they traveled, traded and began their alphabet making is essentially history. The book is said to be

for children; it is well adapted for the grades; but adults could profitably read it.

A Text Book of True Temperance. Edited and compiled by M. Monahan. Cloth. 323 pages. United States Brewers' Association, New York.

Evidently not seriously intended for a textbook within the usual meaning of the term. A reference book that will serve as a correction for the extreme statements in the physiologies of the prohibition order. The tabulated statement of the amount of alcohol in the popular patent medicines ought to work for temperance.

The Golden Treasury. By Francis Turner Palgrave. Edited with introduction and notes by Allan Abbott, A.M., Head of the Department of English, Horace Mann High School, Teachers' College, Columbia University. Cloth, 545 pages. Price 50 cents. Charles E. Merrill Co., publishers, New York.

An attractive edition of a book put forth when the compiler seriously wrote, "Should the book last, poems by Tennyson, Bryant, Clare, Lowell, and others will no doubt claim and obtain their place among the best."

Trading and Exploring (Dutton's World at Work Series.) By Agnes Vinton Luther, Department of Science, Normal and Training School, Newark, N. J. Cloth, 12mo, 24 pages, illustrated. Price, 40 cents. American Book Company, New York.

Beginners in history have so long been filled with the idea that exploration was prompted by scientific, sentimental, philanthropic and adven-

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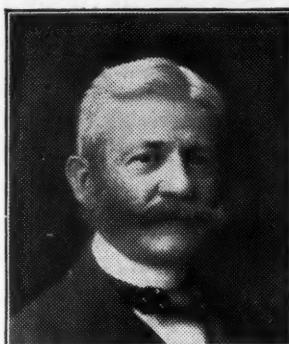
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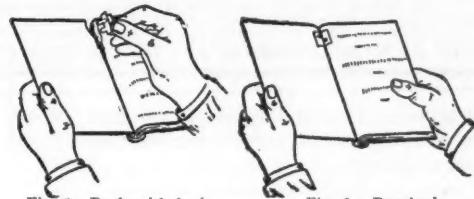


Fig. 1. Book with back
partly broken away.

Fig. 2. Repaired.
(See Fig. 1.)

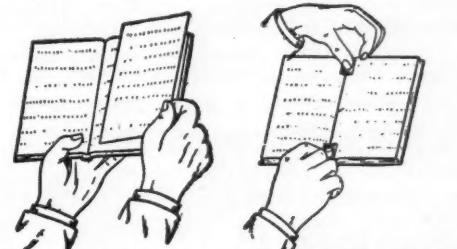


Fig. 3. Book with back broken entire length.

Fig. 4. Repaired with Self
Binders *without* tongues.

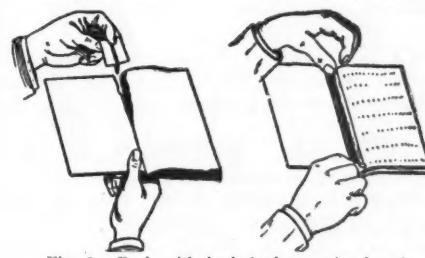


Fig. 5. Book with leaf
entirely torn out.

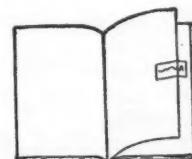


Fig. 6. Transparent Paper used so as
to give double strength at edge of the leaf.

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The Souvenir is 3½x5 inches and contains twelve pages including the cover and is printed in colors and gold—just enough color to make them look well. The coloring on most of the Souvenirs we have seen stands out so strong that it makes them look cheap. You will find this is not the case with our No. 10. The embossing on this Souvenir is the very best—the design around the photo being raised in plain white gives the photo a very fine effect. It is tied with a fine silk tassel as shown here. The souvenir was designed and engraved by one of the best artists in the country and we imagine it would be impossible to improve it.

The inside contains appropriate school matter and also a special poem entitled "Opportunity." (This poem we used several years ago and since have had so many calls for it that we have decided to use it again this year.) You will be more than pleased with it we are sure.

We print for you on the inside the names of School, District No., Township, County, State, School Board, Teacher and Scholars, which matter you must send us when you order.

PHOTO SOUVENIRS. We furnish these souvenirs with or without photo of teacher or school house. If photo souvenirs are wanted you must send us your photo and we will make a small photo for each souvenir. We can copy a large or small photo or from a group, but if you want the best results send us a good clear photo—one that is not too small. Your photograph will be returned uninjured. Photos are guaranteed to be first class and will not fade. Size of Photos, 1½x2½ inches.

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turous motives that it is good to see this effort to give proper accent to the controlling spirit of commercialism.

Books Received

Gardens and Their Meaning. By Dora Williams, teacher in the Boston Normal School. 8vo, cloth, 235 pages, illustrated, \$1.00. Ginn and Company, Boston.

The Seven Champions of Christendom. By Agnes R. Matthews. 12mo, cloth, 161 pages, illustrated, 45 cents. Ginn & Company, Boston.

Practical Course in Botany. By E. F. Andrews, formerly Instructor in Botany, High School, Washington, Ga., and Wesleyan College, Macon, Ga. Cloth, 12mo, 384 pages, with illustrations. Price, \$1.25. American Book Company, New York.

Tennyson's Idylls of the King. Edited with introduction and notes by Charles W. French, A.M. 434 pages.

Tennyson's In Memoriam. Edited with introduction and notes by J. W. Pearce, Ph.D., Head of the Department of English, Boys' High School, New Orleans. 275 pages.

Pope's Iliad of Homer. Edited by Charles Elbert Rhodes, A.M., Head of the Department of English, Lafayette High School, Buffalo, N. Y. With an introduction, notes and a glossary. 642 pages.

Each, 25 cents, net. The Macmillan Company, New York.

Molière's Les Femmes Savantes. Edited with introduction, notes and vocabulary by Murray Peabody Brush, Ph.D., Associate Professor of French, Johns Hopkins University. 165 pages, cloth. 35 cents. The Macmillan Company, New York.

Shakespeare's King Henry the Fifth. Edited for use in Secondary Schools by Edgar Coit Morris, A.M., Syracuse University. Cloth, 136 pages. Price, 30 cents. Silver, Burdett & Company, Boston.

Second Year Latin for Sight Reading. By Arthur L. Janes, Boys' High School, Brooklyn. Cloth, 12mo, 238 pages. Price, 40 cents. American Book Company, New York, Cincinnati and Chicago.

For Close of School

The finest in the market. Send a 2c stamp for samples and let us prove our assertion.

(Continued from page 175)
desire to be a great man; that he preferred to be a pirate or an Indian and scalp or drown such people as Miss Horr.

He returned to school, but he never learned to like it. Each morning he went with reluctance and remained with loathing. A school was ruled with a rod in those days—a busy and efficient rod, as the Scripture recommended.

Yet he must have learned somehow, for he could read presently, and was soon regarded as a good speller for his years. His spelling came as a natural gift, as did most of his attainments, then and later. Geography rather interested him, too. Mathematics was his bane. He refused to study, either at school or at home, and such reading as he did was confined to an old book of Arabian Nights tales and other stray volumes of a fanciful or weirdly adventurous sort. His real education was acquired out-of-doors, on the farm, among the hills around Hannibal, along the river and in the street.

But it was the river that meant more to him than all the rest. Its charm was permanent. It was the path of adventure—the gateway to the world. He would sit by it for hours and dream. He would venture out on it in a surreptitiously borrowed boat when he was barely strong enough to lift an oar out of the water. He learned to know all its moods and phases. He felt its kinship. In some occult way he may have known it as his prototype.

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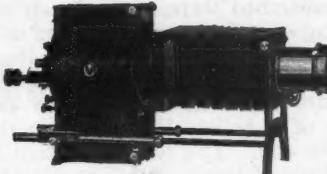
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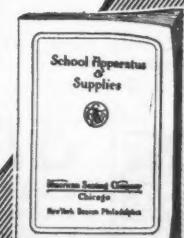
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(Continued from page 185)

fat not consumed were scrupulously saved for the making of soft soap. The wood ashes from the stove were saved and put into the "leach," to which water was added and the resultant lye caught in a vessel at the bottom. This leach consisted of a hollow log cut from the forest and set on end. The lye was essential in the manufacture of the soap. The making of the soap gave a hard day to the housekeeper, and, although it was mostly out-of-door work, but few others on the farm had much to do with it. A barrel of soft soap was always placed in the cellar as the product. It was used for laundry work, and a dish of it always stood in the wash-room for use by the men in washing their hands as they came from their work.

(To be continued)

A CHANGE IN LEADERSHIP

Mr. Charles G. Maphis has been appointed professor of secondary education and director of the University of Virginia Summer School to succeed Dr. Bruce R. Payne, who was recently elected president of Peabody College for Teachers.

Dr. Payne gave serious attention to courses of instruction, to methods of teaching, and he was particularly careful to collect at Charlottesville a faculty of experienced and well qualified educators.

During these years much of the success of the school's internal work was due to Mr. Maphis who, as registrar, was associated with Dr. Payne from the beginning of the summer school.

Mr. Maphis received his early training in the secondary schools of northern Virginia and was a student at the University of Virginia. He is a graduate of Peabody College, where he received thorough training both in subject matter and in methods of instruction. After serving for some years as high school principal in Virginia, in 1905 Mr. Maphis was appointed a member of the state board of examiners. In addition to his important work as examiner Mr. Maphis has acted for the past two years as secretary of the Virginia Education Commission, and this has given him additional opportunities to become thoroughly familiar with certain larger phases of our school questions.

With such training and such unusual qualifications, Mr. Maphis becomes head of the summer school at the University of Virginia, and there is every reason to expect that the school will continue to grow and develop in the future. This school will not only meet every demand of Virginia teachers, but should appeal with particular interest to teachers all over the South and West, and the indications at present point to an unusually large attendance for the session of 1912.



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By WILLIAM GILMORE SIMMS, Edited, with Introduction
and Notes, by M. LYLE SPENCER, Ph.D.

In this romance of the Carolinas, the author, who deserves to be known as the "Cooper of the South," has given us a vivid picture of the colonies in Carolina before the Revolution, together with a thrilling account of an uprising of the Yemassee tribe of Indians. It is a bold, spirited story, full of invention and narrative power, and should be ranked among the best of American colonial romances.

In writing of *The Yemassee*, President Axline, of the Idaho State Normal School, says:

"It is a valuable contribution to our English Classics. It should rank with the 'Leatherstocking Tales.' It is particularly valuable to students in that they get from it a knowledge of the Southern Indian that they do not get from Cooper's Tales." Cloth, 441 pages. Price 75 cents, postpaid.

B. F. Johnson Publishing Company

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(Continued from page 196)

Enrich your posterity.
Diligence has its reward;
Play is useless;
So be on your guard,
And put forth your strength.

Evidently they have "moved the sovereign above."

Century also publishes the third paper of *The American Undergraduate*. It is decidedly readable.

The Ladies' Home Journal in its series of articles on women's colleges shows this month "Where the College Has Failed." The criticisms made by the alumnae upon the curriculum are to the effect that the subjects which in most cases could best be spared are still required—as Latin and mathematics.

Another point made is that there are too many women on the faculties.

It is amusing to find that while the curriculum is especially designed for persons without sex the type of mind that it actually develops is said to be peculiarly and ingloriously feminine. However, this result cannot

be laid to the course of study, but rather to the methods of teaching, which, say the critics, are determined by the great preponderance of women on the faculty.

The specific criticisms are: that there is a tendency to cover much ground and to cram with subject-matter, which brings on mental indigestion; that there is over-emphasis of unimportant details, which bewilders the judgment; that drudgery and drill are substituted for a reasonable independence in methods of work; and that the result of the whole system is a facile and superficial cleverness instead of the sincere and creative thinking of which our country is so greatly in need.

The Boys' School in Utopia is an article in the Atlantic by an author who says, under the name of "A Utopian": "We are dangerously near to letting the foundations of education crumble away while we putter over the superstructure."

Lippincott's, in *The Lost Art of Spelling*, remarks that spelling books used to be arranged on the principle of association of sounds. Now they try to teach spelling by association of ideas.

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terms less frequently used and looked for. This arrangement serves the double purpose of making the words frequently sought much more easy to be found than under the old arrangement, and also increases the amount of information given on each page, since the smaller type and shorter line of the lower section save much space. The new International therefore contains a large amount of encyclopedic matter not previously included in any dictionary. President Schurmann, of Cornell University, in writing to the publishers in reference to the new page, says, "It at once facilitates reference to the ordinary vocabulary, and it is quite as easy to find the obsolete, unusual words when grouped together as they are here." The publishers are also in receipt of numerous letters of commendation from educators and eminent authorities, who write enthusiastically in reference to the new page and who comment on the new International in unequivocal terms.

He Gets What He Wants When He Wants It

Here is a story that will be as pleasing to a true American as it will be obnoxious to a European. Mr. Arthur Gleason tells it of Joseph Fels, in the World's Work for March. It is about Mr. Fels' invasion of London.

He looked around the streets a bit, and found the office he wished, the right situation and right size.

"I'll take it," he said to the owner.

"But that is not customary. To whom will you refer me? To your solicitor?"

"I haven't any."

"But friends of yours in London?"

"I came yesterday, haven't got acquainted with anybody yet. Here's the rental money for the first six months. Take it or leave it."

"But won't to-morrow be more satisfactory for coming to a settlement?"

"That's one day too late. I want the office to-day, now."

He got his office.

DARTMOUTH COLLEGE

SUMMER SESSION OF 1912.

Registration, July 2. Instruction, July 3—August 14. Many new features are planned for the coming summer. For Bulletin of Information, address the Director, Dr. W. V. BINGHAM, 71 Dartmouth Hall, HANOVER, N. H.

George Washington and the Steamboat

One of the earliest contests involving priority of an invention was the contest of James Rumsey to the claim of John Fitch to the steamboat invention, and Mr. Rumsey had no less a witness in his behalf than George Washington, who, in an indorsement forming a part of the records of the case, says:

"I have seen the model of Mr. Rumsey's boat, constructed to work against stream, examined the powers upon which it acts, been eye-witness to an actual experiment in running water of some rapidity, and give it as my opinion (although I had little faith before) that he has discovered the art of working boats by mechanism and small manual assistance against rapid currents; that this discovery is of vast importance, may be of greatest usefulness in our inland navigation; and if it succeeds, of which I have no doubt, that the value of it is greatly enhanced by the simplicity of the works, which, when seen and explained, may be executed by the most common mechanic.

"Given under my hand at the town of Bath, County of Berkeley, in the State of Virginia, this 7th day of September, 1784.

"GEORGE WASHINGTON."

These items may not be worth a place in the geographies; but they are at least fresh from an American consul in Formosa:

The capital city of Taihoku is now lighted by gas as well as electricity. The gas company is a private concern, while the electric-light plant is owned by the government.

A furniture house in Taihoku advertises its importation of 4 dozen fine chairs made in Milwaukee, Wis. Its desire to secure this initial supply of American furniture was made known thru this consulate.

"Well, I'll tell you this," said the college man, "Wellesley is a match factory."

"That's quite true," assented the girl. "At Wellesley we make the heads, but we get the sticks from Harvard."—Lippincott's.

Father's Little Helpers Mother's Little Joys

are Beecham's Pills. They bring happiness and health to all. You may know what a miserable feeling it is to suffer from indigestion—to be afraid of eating—unable to take what you would like for fear of after-effects—to possess little or no appetite—to suffer from "wind" and occasional pains near the heart (caused by flatulence)—to be troubled with an unpleasant sense of repletion after only a moderate repast?

Are you upset in these ways and are you sometimes Constipated—Liverish—Bilious—Headachy—or colloquially "A bit off-color?" How often do you feel that, although you can scarcely say you are ill, you are far from being as well as you would like—as well in fact, as you know you ought to be?

BEECHAM'S PILLS

are the speedy remedy for such ailments and indeed for all disorders due to an unhealthy condition of the stomach and bowels, or sluggish action of the liver or kidneys.

Beecham's Pills are compounded with great care from ingredients of vegetable origin, specially valuable for their purpose. You need only to try Beecham's Pills once to be satisfied as to their genuine worth. So many thousands of American people take this medicine with beneficial results, and they also command such an enormous sale abroad, that without question they have become the world's most popular household remedy.

Taken as directed, these famous pills are always efficacious. The healthiest person is the better for a little medicine from time to time and you will find an occasional dose of Beecham's Pills the best tonic-apertient for general use. In fact, they will prove

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Hundreds of sturdy, sunburned American children (for the English cannot raise healthy white children in India, we can in Panama) go galloping about on Peruvian ponies, or study in the canal zone public schools.—*St. Nicholas.*

The Child's Toys

Cloaked under a pretense of making the children happy, our sins have been many. In the first place, we have been giving them too many toys and have made the recipients blasé and unappreciative. One at a time is enough. In our secret souls most of us have been conscious of that mistake. In the second place, in our desire to produce something new and wonderful at frequent intervals, something that would do us credit in the eyes of our young admirers, we have been getting the wrong kinds.

Here we have in a nutshell the main principle underlying the selection of toys. The child's toys should stimulate his imagination and make him work. If he has too many he has nothing left to imagine; if they respond to the magic of a key, he can only stand by and watch.—*Harper's Bazaar.*

Wasted

Physics Professor (after long-winded proof)—“And now, gentlemen, we get $X = 0$.”

Sleepy Voice (from rear of room)—“Gee, all that work for nothing!”—*Yale Record.*

Unto the Hills

From the lowlands where my feet are straying,
From the valley where the mist is staying,
From this by-way which the dust is spraying—
I will lift up mine eyes unto the hills.

From all the petty things that fill my day,
From just the sameness of my common way,
From disappointment which endures for aye—
I will lift up mine eyes unto the hills.

From the vain seeking, the restless striving,
From the pain and sorrow in my keeping,
From the sinful tares of mine own reaping—
I will lift up mine eyes unto the hills.

I will look up unto that quiet place
Which knows not strife, nor pain, nor any loss;
That with unveiled eyes I may see God's face
And in His peace forget my earthly cross.
—JEANNE H. MANN, in the New York Observer.

Foes With Allies

Life is in great danger when threatened by foes that have allies in the very elements; when attacked by them, it is a struggle for existence.

Among these foes at this time of the year are the grip, pneumonia and diphtheria.

At the risk of telling our readers what they may already know, we will say that as a guard against these foes, these diseases, prevalent now, Hood's Sarsaparilla is entitled to the greatest confidence. It builds up and fortifies the whole system.

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Ten Thousand Machines

An order just secured by the Underwood Typewriter Company from the Western Union Telegraph Company for 10,000 Underwood machines is the largest purchase of its kind in business history.

The day and night letter service, at reduced prices, and the great increase in business in consequence, made necessary more progressive methods in the transcription of all messages received over Western Union wires.

The proposition of purchasing the machines was put up to a committee some months ago. This committee took into consideration, not only the necessity for the purchase of typewriters, but the practical and mechanical merits of all machines. The result was a report to the company in favor of the purchase and the adoption of the machine just ordered. Within a year every telegram, and particularly the day and night lettergrams received over the Western Union wires, will be typewritten. When the method is fully in force it is expected that a vast improvement will be apparent.

A puppy whose hair was so flowing
There really was no means of knowing
Which end was his head,
Once stopped me and said,
"Please, sir, am I coming or going?"

—Century.

School for Janitors

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ent experts, each giving a certain number of evenings to his particular subject. The subjects considered are such as fuels, firing, ventilation, steam engineering, electricity, etc., each considered in connection with the work of a janitor. The course was first given last year and its success has warranted its continuance.

Convincing

"A thing happened to me the other day which convinced me that examinations are a farce when it comes to showing how much a person knows about a subject," said a man who took the regents' examinations here recently at the Grand Central Palace. "I met a friend a short time before the examinations who is also trying to get a regents' diploma.

"What examination are you going to take?" he asked.

"Political economy," I said.

"What's that?" asked my friend.

"More to confirm my own knowledge of the subject than anything else, I sat down for an hour and told him all I knew about it.

"That sounds easy," he said when I had finished. "I'm going to take that examination myself." And I'll be hanged if he didn't pass it and if I didn't fail."—New York Sun.

"I would like," said a book-agent to a busy editor, "to call your attention to a little work that I have here."

"Yes?" replied the editor. "Well, let me call your attention to a whole lot of work that I have here."—Exchange.